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## **Head Start Family and Child Experiences Survey (FACES): 2006 Cohort [United States]**

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User Guide

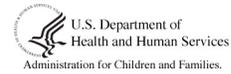
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**Head Start Family and Child  
Experiences Survey: 2006**

Users' Manual

August 12, 2010

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## I. INTRODUCTION

The Head Start Family and Child Experiences Survey (FACES) was first launched in 1997 as a periodic, longitudinal study of program performance. Successive samples of Head Start children, their families, and programs provide descriptive information on the characteristics and experiences of the population served; staff qualifications, credentials, and opinions; Head Start classroom practices and quality; and child and family outcomes. FACES includes a battery of child assessments across multiple developmental domains; interviews with children’s parents, teachers, and program managers; and observations of classroom quality. In 2005, the Administration for Children and Families (ACF) funded Mathematica Policy Research (Mathematica) and its partners—Educational Testing Service, Juárez and Associates, and General Support Services—to design and conduct FACES 2006.

This manual provides detailed information about the FACES 2006 study design, execution, and data to inform and assist researchers who may be interested in using the data for future analyses. Chapter I contains background information about the study and describes features of the FACES 2006 study and study design that differ from previous cohorts. Chapter II describes the FACES 2006 sample design and includes information on the expected and actual numbers of study participants. Chapter III then provides an overview of the data collection instruments, including the child assessments, classroom observations, teachers’ child ratings, and the parent, teacher, and Head Start staff interviews. Field staff training, data collection procedures, and quality control visits are described in Chapter IV. Data preparation and the structure of FACES 2006 data files are discussed in Chapters V and VI, including data entry, frequency review, data edits, and data file creations. Information on sampling weights and instructions for using the data file are also provided in the latter chapter. Finally, a description of the child assessment scores and composite and derived

variables available is provided in Chapter VII, including reliability information on scores and scales from FACES 2006.

In addition to the manual, the following appendices are provided:

- Appendix A - Copyright statements
- Appendix B – Instrument Content Matrices
- Appendix C – Questionnaires
- Appendix D - Center/Program Codebook
- Appendix E - Classroom/Teacher Codebook
- Appendix F - Child Codebook
- Appendix G - Description of Constructed/Derived Variables

## **A. FACES 2006 Study Design**

FACES has been, first and foremost, a performance measurement tool for the Head Start program at the national level. In accordance with the Government Performance and Results Act (GPRA) of 1993 (Pub. L. 103-62) and the 1994 reauthorization of Head Start (Head Start Act, as amended, May 18, 1994, Section 649(d)), the FACES study collects data on successive nationally representative samples of Head Start programs and classrooms and of children and families served by Head Start. FACES also seeks to examine the developmental progress of children and their families during and following Head Start participation. Interviews, observations, and assessments carried out on a recurring basis provide the means for assessing how the program is performing, both currently and over time, in response to changing demographics and policy mandates.

FACES 2006 is the fourth in a series of national cohort studies; previous cohorts were initiated in 1997, 2000, and 2003. The FACES child sample was selected to represent 3-, 4-, and 5-year-olds as they entered their first year of the program. The study includes five rounds of data collection—fall and spring of children’s first Head Start year, fall and spring of the second Head Start year for children who were 3 years old at the time the sample was selected, and spring of the children’s kindergarten year (See Table I.1). A total of 4,051 children and their families were initially selected to

participate in FACES 2006 from about 350 classrooms in 60 Head Start programs. About 3,500 of these children and their families actually participated in FACES 2006.

**Table I.1. Summary of FACES 2006 Data Collection for 3- and 4-Year-Old Cohorts, by Wave**

Cohort	Fall 2006	Spring 2007	Spring 2008	Spring 2009
3-Year-Old Cohort	X	X	X	X
4-Year-Old Cohort	X	X	X	

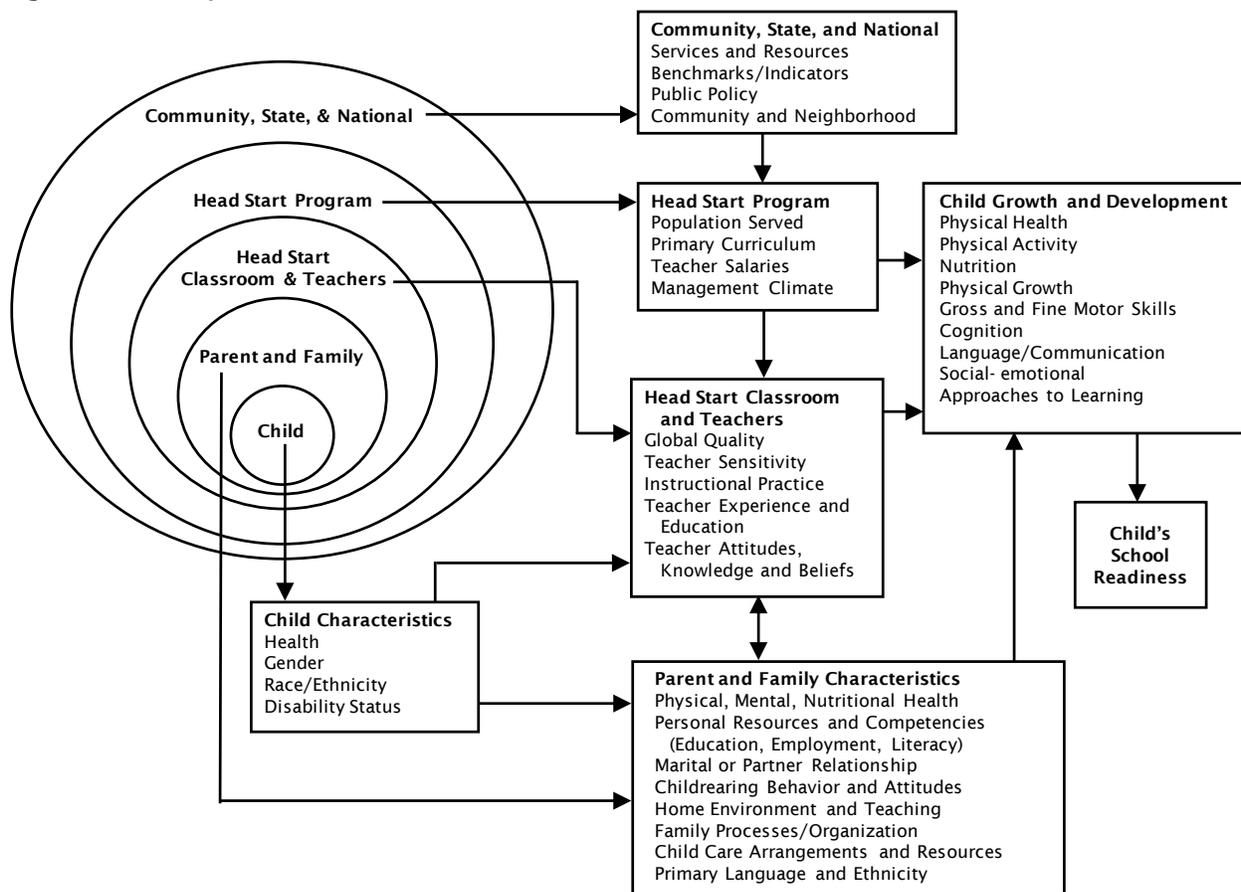
## **B. Use of FACES Data**

For nearly a decade, the Office of Head Start, ACF, other federal agencies, local programs, and the public have depended on FACES for valid and reliable national information on (1) the skills and abilities of Head Start children, (2) how Head Start children's skills and abilities compare with preschool children nationally, (3) Head Start children's readiness for and subsequent performance in kindergarten, and (4) the characteristics of the children's home and classroom environments. FACES data have also been useful in responding to additional program requirements. For example, the data and experiences from FACES assisted the 1999 Advisory Committee on Head Start Research and Evaluation as it deliberated the design of the congressionally mandated National Head Start Impact Study (NHSIS). More recently, data from FACES 2006 and the Program Information Report (PIR) have been analyzed to assist ACF on sampling techniques for selecting classrooms or centers for implementation of the Classroom Assessment Scoring System (CLASS) for program monitoring purposes. The CLASS pilot and feasibility study conducted in FACES 2006 also will be used to inform decisions about the procedures required to train, certify, and maintain field reliability for classroom observers using the CLASS. FACES data are being used to answer questions about the population of dual language learners attending Head Start and are a major data source for a congressionally mandated report on these children. In addition, data from FACES have been widely disseminated within the Head Start community to assist with efforts toward continuous program improvement and to guide training and technical assistance efforts.

### **C. Conceptual Model and Framework for FACES 2006**

The conceptual framework for FACES 2006 illustrates the complex interrelationships that help shape the developmental trajectories of children in Head Start (see Figure I.1). The child's place is primary and constitutes the central core of the relationships depicted; fostering his or her progress toward school readiness, broadly construed, is Head Start's ultimate goal. The family context—health, economic, and educational resources as well as cultural factors—forms the first ring of influences surrounding the child. Membership in the Head Start community is reflected in the child's classroom and teachers and in the wider Head Start program, all of which influence the quality of the early childhood learning experience. Factors affecting the child's development and well-being also include teacher credentials, classroom quality, and program management. Finally, community, state, and national policy decisions, depicted in the outer ring, also affect the life of a Head Start child. These multidimensional contexts guide all aspects of the FACES study, from the selection of measures to the multilevel analyses that are needed to fully address the program and policy issues in today's Head Start program.

Figure I.1. Conceptual Model for FACES 2006



The Head Start experience is designed to promote immediate short-term and long-term goals for children and families. For children, the experience includes preschool education, health screenings and examinations, nutritionally adequate meals, and opportunities to develop social-emotional skills that support school readiness. For parents, the experience involves opportunities to participate in policy and program decisions. The program provides parents with chances to participate in the classroom and strives to encourage their active involvement in the education and development of their children. Head Start seeks to promote adult literacy and further parent education, where needed and appropriate, and to provide opportunities for careers and training in early childhood education. The program also seeks to promote family self-sufficiency through provision of case management, assessment, referral, and crisis-intervention services. Head Start acts as an advocate for necessary family-focused social services through interagency coordination and

agreements. Measurement of these child and family goals, both during the program years and through followup at the end of kindergarten, allows fuller understanding of how well Head Start prepares children and their parents for participation in school.

## **D. Research Questions**

The FACES study is designed to enable researchers to answer a wide range of questions that are crucial for aiding program managers and policymakers. The data from FACES 2009 may be used to (1) describe key characteristics of newly entering children and families served by Head Start, including demographic characteristics and children's developmental progress; (2) describe Head Start programs, teachers, and classrooms serving children; and (3) explore associations among classroom, teacher, and program characteristics and a variety of child and family outcomes. The study also supports research questions related to subgroups of interest, such as children with disabilities and dual language learners (DLL), and policy issues that emerge during the study. The study addresses changes in children's outcomes and experiences and in the characteristics of Head Start classrooms over time and across cohorts. This section presents the types of questions the FACES 2006 study aims to address.

### **1. Describing the Population Served**

- What are the characteristics of children and families served by Head Start? How do they compare with the characteristics of earlier FACES cohorts?
- What school readiness skills do children demonstrate when they enter Head Start? How do Head Start children compare with children of similar ages in the general population? How do children's developmental outcomes compare with those of earlier cohorts?
- What developmental gains do children make during Head Start and beyond? How do these gains compare with national and publisher norms?
- What are the characteristics of children who make more or less developmental progress than average during the Head Start year?
- Do the gains achieved by Head Start children predict their performance at the end of the kindergarten year? Do larger gains (or greater declines in problem behavior) translate into higher achievement at the end of kindergarten?
- What factors relate to children's performance at the end of the kindergarten year?

- What proportion of children has identified disabilities? What are the types of disabilities, and have the types changed across cohorts? To what extent do Head Start parents increase their home learning activities following their experiences in the program? Have changes in home learning activities during Head Start increased, decreased, or remained the same? Have parents improved health and nutritional practices in the home?

## **2. Describing Head Start and Program Services**

- To what extent do Head Start parents make progress toward financial self-sufficiency and fulfillment of personal goals regarding education and employment? Has the amount of progress changed over time?
- What is the quality of Head Start classrooms as early learning environments, including the level and range of teaching and interactions, provisions for learning, emotional support, instructional support, and classroom organization? How has quality changed over time?
- How much variation exists in the quality of different Head Start programs, centers, and classrooms? What factors account for this variation?
- What specific curricular approaches are being used in Head Start classrooms?
- What are the characteristics and qualifications of Head Start teachers, and how do these characteristics compare with those of earlier FACES cohorts? (For example, are average teacher education levels rising in Head Start?)
- What are the experiences of families and children in Head Start? How have they changed? How do they vary according to programs' philosophies, strategies, and approaches to family involvement and support?
- What is the relationship between program management (for example, support for teacher training and the use of a specific early childhood curriculum) and classroom quality?

## **3. Relating Program Services to Child and Family Outcomes**

- What is the relationship between classroom quality and children's outcomes and developmental gains?
- Do variations in the quality of Head Start programs correlate with variations in the amount of change shown by children in their academic, social, and emotional competencies?
- Do programs that employ certain types of curricula show greater gains than others?
- Do the quantity and quality of classroom instruction in early literacy relate to children's gains in language and early literacy skills during the Head Start year?
- Do the quantity and quality of classroom instruction in early mathematics relate to children's gains in early mathematics skills during the Head Start year?

- Do programs that employ high proportions of teachers with bachelor's degrees or associate's degrees show greater gains in child cognitive and positive behavioral development than programs with lower teacher education levels?
- What are the relationships among program management, classroom quality, and parent outcomes? Do variations in the quality of Head Start programs correlate with variations in the amount of change exhibited by parents in their parenting behaviors, engagement in healthy practices at home, provision of home learning experiences, and attitudes toward or fulfillment of personal goals for education and employment?

## **E. What's New in FACES 2006**

The study instruments and procedures for FACES 2006 have changed somewhat from those used in the 2003 cohort of FACES. These changes, particularly those related to measures of key constructs, have been carefully considered in order to balance the need to support comparisons to previous FACES cohorts with the need to update the measurement battery and to address emerging policy issues. The modifications primarily involve retaining a larger 3-year-old cohort, changes in measures used, and changes in the process of data collection. The following sections summarize the differences between the study instruments and procedures for FACES 2006 and those used in the prior (2003) cohort. Chapter III provides additional details on the measures included in the FACES battery.

### **1. Larger 3-Year-Old Sample**

The sample of 3-year-olds in FACES 2006 was larger than in prior FACES cohorts. The initial sample size for the 3-year-olds was increased so that the numbers of children who were sampled as 3- and 4-year-olds are comparable at the end of the study (that is, in spring of the kindergarten year). By oversampling 3-year-olds, FACES 2006 compensated for the attrition that occurs in the extra year of followup for this cohort. Otherwise, the sample sizes of participating programs, classrooms, and children in FACES 2006 were comparable to those used in FACES 2003.

## 2. Measures Changes

For FACES 2006, we carefully balanced the need for consistent measurement of outcomes, while allowing for improvements in instrumentation and techniques. In some instances, new versions of instruments replaced older ones. For example, the Woodcock-Johnson Psycho-Educational Battery, Tests of Achievement – Third Edition (W-J III) replaced the Woodcock-Johnson Psycho-Educational Battery, Tests of Achievement – Revised (W-J-R), and the Peabody Picture Vocabulary Test – Fourth Edition (PPVT-4) replaced the Peabody Picture Vocabulary Test – Third Edition (PPVT-III). In other instances, measures were dropped because they did not demonstrate relations with outcomes in previous cohorts, overlapped with items from another instrument, were too time-consuming, or were no longer of major policy interest. For instance, the McCarthy Draw-a-Design task was dropped because visual-spatial items from the W-J III spelling task are sufficient to report on fine motor skills. The Pearlin Mastery Scale and the Kaufman Functional Academic Skills Test (K-FAST) were also dropped because neither has yielded strong correlations with children’s outcomes and they are somewhat time-consuming.

Measures in FACES 2006 also were updated in an effort to obtain more comprehensive information on children and their environments. For example, subtests from the Leiter Examiner Rating Scales were substituted for the previous FACES assessor ratings of the child’s behavior during the assessment in order to obtain a more comprehensive picture of the child’s attention, self-regulation, and cooperation. The Instructional Support subscale of the Classroom Assessment Scoring System (CLASS) was added to measure instructional climate. Measures also were updated to support comparisons with the Head Start Impact Study, and were informed by the protocols developed for the Early Childhood Longitudinal Study – Birth Cohort (ECLS–B) preschool wave, the Early Childhood Longitudinal Study – Kindergarten Cohort (ECLS–K), and other National Center for Education Statistics school surveys.

### **3. Additional Information Gathered on Children**

In an effort to address two major policy areas, children's mathematics skills and childhood obesity, FACES 2006 added items to gather additional information on children. In addition to the W-J III Applied Problems subtest, items from the ECLS-B mathematics assessment were added to enhance the measurement of skills beyond number and operations to include geometry, patterns, and measurement.

Direct measurement of children's height and weight were added. Questions about the availability of outdoor play areas, time spent outdoors and in sedentary activities, presence of television in children's bedrooms, and consumption of sweetened beverages and unhealthy snacks also were added to the parent interview, as a means of measuring nutritional and activity practices in the home. FACES 2006 also added questions to the teacher interview dealing with outdoor play and consumption of sweetened beverages, again to consider child nutrition and activity levels.

### **4. Use of Computer-Assisted Technology**

FACES 2006 used computer-assisted interviewing techniques (CATI) to conduct the child assessments, the parent interviews, and the Head Start teacher interviews. In addition, it offered Head Start teachers the option of completing the teacher-child ratings on the web or on paper. It also offered kindergarten teachers similar options for completing interviews and teacher-child ratings. For the direct child assessments, computer-assisted personal interviewing (CAPI) was used to facilitate the movement from one assessment to the other without the assessors having to calculate stopping or starting points, ensuring that all basal and ceiling rules were followed. These technological enhancements to FACES lessened the burden on respondents and improved the efficiency of data collection.

## II. SAMPLE AND SAMPLING DESIGN

To address a broad set of research questions and support the range of analytic approaches to be used with the FACES data, we referenced sample designs of earlier FACES cohorts. These designs produced a nationally representative probability sample of Head Start classrooms and teachers, children new to Head Start, and the children's parents or guardians. In fact, FACES 2006 followed the same basic sample design used in earlier rounds, except for a larger sample of the 3-year-old cohort. The resulting sample was sufficiently large to produce overall and subgroup estimates with the desired statistical precision (see later discussion on statistical power).

The target population of the study at baseline was 3- and 4-year-old children enrolled in Head Start for the first time in fall 2006 and their families and teachers. It did not include those who were part of the fall 2006 Head Start population who were beginning their second year. Virtually all 3-year-olds were considered to be new to Head Start. Participation in the previous school year in the Early Head Start program, which provided services to those under age 3, did not count as previous Head Start participants for purposes of this study.

All FACES studies follow sampled children through their kindergarten year,<sup>1</sup> with data collected at several time points. If a child leaves Head Start at any time before the spring prior to kindergarten, he is no longer considered part of the study population from that data collection point forward. The study is designed to follow children from their first (and possibly only) year of Head Start through kindergarten. Given the loss of sample cases that occurs over time because of children leaving the

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<sup>1</sup> Children may or may not be enrolled in kindergarten during their FACES "kindergarten year," which is determined by birth date and age cutoffs for kindergarten enrollment in their school district. In this report, "3-year-old" includes some 4-year-olds who are too young for kindergarten during the following school year, given the child's birthday and local age cutoff. Similarly, "4-year-old" includes some 5-year-olds who are too young for kindergarten during the current school year, given the child's birthday and local age cutoff, and some 3-year-olds who were old enough to begin kindergarten during the next school year.

program between baseline and kindergarten, the initial sample size accounts for such loss to ensure a sufficient sample size of each cohort at the final time point. FACES 2006 attempted to retain in the sample all families of children who remained in Head Start through the year before kindergarten but did not follow those who left Head Start before that time.<sup>2</sup>

## **A. Sampling Approach**

To achieve the goals of an efficient, representative national sample of sufficient size to detect policy-relevant differences, FACES 2006 used a four-stage sample design: (1) Head Start programs, defined as grantees or delegate agencies providing direct services; (2) centers within programs; (3) classrooms within centers; and (4) children within classrooms.

To minimize the effects of unequal weighting on the variance of estimates, FACES used a design that involved sampling with probability proportional to size (PPS) in the first three stages (program, center, and classroom) followed by sampling with equal probability within class at the final stage (children), with the goal of giving each child an approximately equal chance of selection in the sample within the age cohort. Sixty programs were selected, two centers per program, and up to three classrooms per center, for a total of about 415 classrooms. Within each selected classroom, enough children in the sample were released to obtain 10 children with parental consent per classroom, for a total of about 3,817 children across all programs in fall 2006. These numbers were higher than those in prior rounds of FACES because of the decision to oversample the 3-year-old cohort in FACES 2006.

To exercise some control over the representativeness of the sample, FACES used explicit and implicit stratification at each stage of selection as appropriate. Explicit stratification involves the

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<sup>2</sup> To be eligible for data collection in FACES during the year(s) before kindergarten, a child had to be currently enrolled in the Head Start program. To be eligible for data collection in FACES during the kindergarten year, a child must have completed the previous school year in the Head Start program.

formation of strata (mutually exclusive groups within the sampling frame based on specified characteristics) from which separate samples are selected. Implicit stratification involves sorting the frame by specified characteristics within strata before sampling. By selecting the sample within explicit strata, we can be sure that the sample resembles the frame in terms of stratification variables. Stratification can also be used to oversample certain subgroups, such as 3-year-olds; however, we did not oversample any other subgroups.

At each stage of sampling, FACES used a sequential sampling technique based on a procedure developed by Chromy (1979).<sup>3</sup> The procedure offers all the advantages of the systematic sampling approach (selecting every  $n^{\text{th}}$  case after a random start) but eliminates the risk of bias. The Chromy procedure allowed for PPS sampling and explicit and implicit stratification.

## 1. Sampling Head Start Programs

The sampling frame for programs was based on the final Head Start Program Information Report (PIR) database for the 2004–2005 program year (the most current PIR available at the time of sampling for FACES 2006). The sampling unit for the first stage was at the PIR reporting level—that is, the grantee or delegate agency (or what we refer to as the “program”) and included about 2,700 programs. The sampling frame included all Head Start programs in the 50 states and the District of Columbia that met the study’s eligibility criteria. The following programs were considered *ineligible* for the study:

- Programs in Puerto Rico and other U.S. territories.
- Programs under the American Indian/Alaskan Native program and Migrant/Seasonal Worker program.

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<sup>3</sup> The procedure makes independent selections within each of the sampling intervals while controlling the selection opportunities for units crossing interval boundaries.

- Programs that did not provide direct services to children in the target age group such as Early Head Start programs and grantees that provided only administrative services to their delegate agencies.
- Defunded or entire programs temporarily out of operation.

Programs meeting these criteria were excluded from the frame before sampling. Programs involved in other ongoing Head Start studies were not excluded from the sampling process for FACES 2006 although they sometimes were excluded from past studies. The Office of Head Start provided information about any defunded (or soon-to-be defunded) programs before sampling, and then were deleted from the sample frame. Thirteen programs affected by Hurricanes Katrina and Rita in August 2005 were unable to provide information for the 2004–2005 PIR data and thus were not eligible for sample selection.

In winter 2006, 60 programs were selected from the PIR frame with PPS, using as the size measure an estimate of the number of *newly* enrolled 3- to 5-year-old children in a program.<sup>4,5</sup> Three large programs that would have had a probability of selection of close to one were selected with certainty. Explicit sampling strata included program characteristics such as census region, urbanicity

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<sup>4</sup> The PIR does not provide figures on the number of newly enrolled children for specific ages, but it does provide the number of all enrolled children returning for a second year. Applying the percentage of new children to the total number of 3-, 4-, and 5-year-olds gives us a reasonable estimate of the number of newly enrolled children in this age range:

$$\text{Estimated new 3- to 5-year-olds} = (1 - (\text{enrolled children returning for 2nd year} / \text{total enrolled children})) (\text{total 3- to 5-year-olds}).$$

<sup>5</sup> We originally proposed to group a smaller program (one with relatively few children served and therefore unlikely to yield on its own enough newly enrolled children—about 60) with another program before sampling and treat it a sampling unit, but later decided not to do so for logistical and budget reasons. Even though we could have grouped some of the rural programs by using geographic mapping software, we would have had to group the programs manually in urban areas. Furthermore, if such a program group were selected, the budget implications would have been substantial because both programs would end up as data collection units. Recognizing that smaller programs would have a small chance of being selected in the first place, we decided to leave them as individual sampling units. We made up for the shortage of children caused by selecting smaller programs by selecting more children in larger programs. Note that any grouped sampling units at any stage would not remain grouped for analytical purposes—only for sampling and weighting purposes.

(metropolitan statistical area or not), and percentage of racial/ethnic minority enrollment.<sup>6</sup> Any resulting stratum with fewer than 40 programs was collapsed with another stratum with similar characteristics to form a new stratum, resulting in 13 explicit sampling strata. The implicit strata were the program's status as a public school district grantee, the percentage of children in the program whose primary language at home was not English (categorized), and the percentage of children with disabilities. Explicit stratification makes it necessary to decide how to allocate the sample across strata. Given the PPS sampling in the first three rounds, the optimal way to allocate the sample from a variance perspective is proportional to the fraction of new children represented by the programs in each stratum.

To allow that a selected program might later be ineligible or refuse to participate, twice the number of programs needed within each stratum was initially selected. Sequential pairs of selected programs were then formed, as sorted by the Chromy procedure, so that adjacent programs were within the same explicit stratum and likely to be similar in terms of the implicit stratification variables. With equal probability,<sup>7</sup> one program within each pair for the initial sample release was then selected for release. The other program in the pair was available as a replacement for the released program, if needed. Whenever the second program in the pair was released, both programs were treated as released into the sample for purposes of calculating weights and response rates. Four such replacement programs were used in FACES 2006. This method differed from that used in

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<sup>6</sup> The 2004–2005 PIR had a new way of asking about Hispanic ethnicity and race for children enrolled in Head Start programs. In earlier years, the PIR asked about ethnicity and race in the same question, with Hispanic listed as one of the racial categories. The responses implicitly represented the counts of other races for non-Hispanic children only. In earlier rounds of FACES, the minority stratification variable was (1) 50 percent or more black or Hispanic or (2) less than 50 percent black or Hispanic. For 2006, we did not know how many of the children in the various racial categories include Hispanics. To avoid double counting an unknown number of Hispanics who were black, we created a new minority stratification variable: (1) 40 percent or more Hispanic *or* 40 percent or more black or (2) less than 40 percent Hispanic *and* less than 40 percent black. This stratification variable divided the programs in the frame roughly in half.

<sup>7</sup> For pairs of certainty selections, we chose the one to release with PPS.

earlier rounds of FACES and offered the advantage of an uncomplicated way of replacing a nonparticipating program with a similar program while maintaining the ability to quantify the probability of selection. In earlier FACES cohorts, the percentage of programs that would participate was estimated a priori, with the number of programs to be selected based on that estimated percentage; however, that method may have resulted in too few or too many participating programs, which, at the first stage of selection, had significant budgetary and analytic implications.

## 2. Sampling Centers

Within each participating program, two centers were randomly selected.<sup>8</sup> In spring 2006, each program in the sample was asked to provide (1) a list of its centers along with the number of *newly* enrolled (first year of Head Start) children ages 3–5 expected in the fall and (2) other information needed for sampling (such as the stratification variables listed below). Any centers not providing direct services to newly enrolled children, as well as those considered to be “partnerships,” were deemed ineligible from the sampling frame because they differed from the Head Start programs studied here. To ensure a sufficient sample yield, centers with few newly enrolled children (those unlikely to yield 10 enrolled participants) were geographically grouped with other centers in the same program.<sup>9</sup>

Very large centers were selected with certainty and others with PPS (based on expected numbers of newly enrolled children). No explicit stratification was used at this stage; however, the frame was stratified implicitly (sorted) by percentage of English-language learners. Past FACES experiences suggested that participation among the selected centers was likely to be fairly high. Our

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<sup>8</sup> For one program that had few eligible children in its centers and classrooms, we selected all of its centers, most of which were ineligible because they had no eligible children.

<sup>9</sup> The term “center” refers to individual centers and center groups formed for sampling purposes.

targeted yield was between 110 and 120 participating centers, depending on the number of programs with only one center. Our resulting sample had 134 eligible centers out of 140 centers selected.

### 3. Sampling Classrooms/Teachers

Selected centers were asked to provide information necessary for selecting the next stage of the sample: classrooms or home visitor caseloads. Within participating centers with three or fewer classrooms, all classrooms were included; for all other participating centers, the study selected a PPS sample of three classrooms, implicitly stratifying by full day versus part day; very large classrooms were selected with certainty. In late summer 2006, each center in the sample was asked to provide a list of its classrooms and home visitors and the number of new-to-Head Start children enrolled in those classrooms or served by home visitors. Classrooms not expected to have any newly enrolled children were excluded as ineligible. Classrooms with very few newly enrolled children were grouped with other classrooms in the same center for sampling purposes to ensure a sufficient sample yield (about 10 newly enrolled children).<sup>10</sup> FACES combined the smallest classroom needing grouping with the largest classroom in the center, and then grouped the next smallest with the next largest, etc., until all necessary groupings were completed. Most classes were mixed-age, so rather than oversampling classrooms with only 3-year-olds, which was our original plan, we used PPS sampling to oversample those classrooms with more 3 year olds, using the number of 3-year-olds in a classroom as the measure-of-size. All or nearly all classrooms selected within participating centers were expected to participate. The study's targeted yield was 300 to 350 participating classrooms in the sample, depending on the number of centers with fewer than three classrooms. It is important to

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<sup>10</sup> As we explain below, the term "classroom" refers to both individual classrooms and classroom groups formed for sampling purposes. We also use the term "classroom" to refer to home visitors associated with centers. While a classroom group would be a single sampling unit, the individual classrooms in the group would be separate data collection and analytic units.

note that the lead teacher associated with the selected classroom was, by definition, included in the sample as well. Our resulting sample had 410 eligible classes out of 415 classes (285 class groups) selected. This was more than expected due to higher-than-expected grouping of smaller classes before sampling.

To ensure a complete picture of the Head Start program, services provided through a home visitor (to an individual home or a family day care setting) were included. Each home visitor was treated as a separate classroom for sampling purposes and was attached to the center that children attend for socialization and their families go to for other services. For analytic purposes, home visitors were treated in the same way as classrooms, not centers—an approach that appeared consistent with earlier rounds of FACES. However, the FACES 2006 did not over- or undersample home visitors compared with center-based classrooms nor explicitly stratify by center- versus home-based classrooms. Because their numbers were so few compared with center-based classrooms (about five percent of total enrollment), the data collection of children served by home visitors did not undergo separate analysis.

#### **4. Sampling Children and Parents**

The selected centers and their teachers were asked to provide information for the last stage of sampling, which involved selecting newly enrolled children and their parent or guardian (primary caregiver). Previous FACES experience made clear that some children do not participate for a variety of reasons (for example, child absent for extended period, parent refusal, and child no longer in program) and thus a larger initial sample of children were selected for FACES 2006. The sample was randomly released as needed to achieve the desired number of participating children. About two to three weeks prior to a field visit to a selected center, classroom rosters, with one record for each child, were obtained. In addition to the teacher/classroom indicator, each record included the child's name, date of birth (or age as of a specific date in fall 2006), English-language learner indicator (we

used “English-language learner” as an implicit stratification variable), and an indicator as to whether or not the child was new to Head Start.

Treating each selected classroom (or classroom group) as a sampling stratum, 20 newly enrolled children per stratum were initially selected with equal probability within age group, oversampling the 3-year-olds only if necessary to reach the targeted number of selections within the center group (56 percent of the selected children). Half of the selected sample of children was released initially, and the remaining 10 sampled children were randomly ordered and released as needed to replace nonparticipating children.<sup>11</sup> While different from the method used in earlier FACES, this approach allowed for a more finely tuned sample management; that is, it allowed the study to achieve targeted sample sizes with more certainty while still being able to quantify the probability of selection.

Concurrent with and independent of the attempts to gain parental consent, a stratified subsample of 10 children was selected (using the same stratification variables used for selecting the 20 children). These children served as the main releases and were numbered one through 10. The other 10 replacement child cases were randomly ordered and then assigned numbers 11–20 (disregarding consent status). This second set of children were treated as random replicate (reserve) samples of size 1.

After using the above method to select children in the first dozen programs during the first three weeks of the field period, we observed that our sample yield was falling short. Many programs had fewer than three classroom groups per center group and/or fewer than 10 children per classroom group. We responded by releasing the entire replacement sample in programs that were falling short and, in for some, released all of the children in the selected classrooms—even those

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<sup>11</sup> Unlike sampling at the program level, this is not a pair-wise replacement method. It is based on a randomly ordered list of replacements to be used sequentially as needed.

who were not part of the initial sample of 20. The release of the replacement cases proved to be difficult to manage given the structure of our electronic monitoring. For example, the system was not set up to allow for more than 10 children to be released and consented within each classroom, and it was not initially set up to deal with classroom groups. As we worked through the best way to adapt the methodology, the eight programs being fielded during the fourth week were worked in the same manner as the first dozen.

For the last 40 programs, there were no “main” and “replacement” samples—just one stage of sampling. We first determined the total number of eligible children across all selected classroom groups, in each of the two center groups in the 40 programs. If there were 80 or fewer children, we selected all the children. If there were 40 or fewer children in one of the two center groups, we selected all children in that center group and selected the balance needed from the other group. Allocation of the sample across the classroom groups and within age cohort used a formula that was designed to obtain the desired percentage of 3-year-olds, given the number available in the both selected center groups.

Head Start staff attempted to gain parental consent during the routine intake visit. If the parents of any of the selected children did not consent at that time, team members followed up to obtain a signed consent form during the onsite data collection week. Earlier rounds of FACES experienced parental consent rates of close to 90 percent. (The consent form indicates that the child *might* be selected to be part of the study.)

Under the original sampling scenario, about a week before the first day of the field visit, any children lacking parental consent were excluded from the main sample. The excluded children were replaced, one-for-one and in the order of assigned numbers, with those from the replacement sample with signed consent forms. On the first day of the field visit, the survey director excluded from the sample any children no longer in the sampled classroom and replaced them with children

from the reserve sample. Sampled children randomly selected for release (that is, part of the subsample to be worked on in the field) but were still in the classroom and had parental consent, formed the baseline sample.<sup>12</sup> Children selected but excluded from the sample (because of ineligibility, lack of parental consent, or other reasons) were considered sample releases for purposes of weighting and response rates. It was anticipated that, on average, about 11 or 12 children per classroom would be released to attain the targeted 10 participating children.

As with earlier rounds of FACES, if more than one child from the same family was selected for the sample by chance, both were included and assessed. The parent was interviewed separately about each selected child and common data were merged to each child's record. Earlier rounds of FACES included a second-child interview that consisted only of questions whose responses could be unique to each child. The computer-assisted personal interview (CAPI) instrument used in FACES 2006 was designed so that a family with more than one child in the sample was properly guided through the questions.

## **B. Attrition and Participation**

All completion rates (that is, expected retention and cooperation rates) assumed for FACES 2006 were based on experiences from earlier rounds. As with earlier rounds, FACES 2006 did *not* follow children leaving the Head Start program before their kindergarten year.<sup>13</sup> Mathematica estimated that children leaving Head Start would account for about a 15 percent sample loss between fall 2006 and spring 2007 and then 20 percent between spring 2007 and spring 2008 (for

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<sup>12</sup> On the first day of the field visit, the team leader added any children for whom we had subsequently gained parental consent to the sample, perhaps making the total number of completed cases in a given classroom greater than 10. Children who joined the class after the roster was sent were not eligible for inclusion in the sample.

<sup>13</sup> As stated earlier, to be eligible for data collection in FACES during the year(s) before kindergarten, a child must remain enrolled in the Head Start program. To be eligible for data collection in FACES during the kindergarten year, a child must complete the previous school year in the Head Start program.

the 3-year-old cohort). Table II.1 shows in detail the expected sample sizes at the child level at each data collection point throughout the study. Of the 4,051 newly enrolled children initially sampled (with the 3-year-old cohort oversampled), we expected 3,646 (90 percent) to receive parental consent and 3,464 (95 percent) of these children and their primary caregivers to participate in the initial data collection in fall 2006. When designing the sample, Mathematica expected to have data on about 1,100 children for each of the two age cohorts in spring of the kindergarten year, the last year of data collection.

After accounting for initial consent and attrition for those who leave Head Start (and are no longer part of the study population), participation rates for both children and their caregivers were expected to decrease slightly during the Head Start data collection periods. As can be seen in Table II.1, of the initial sample of 3,646 children with parental consent, 2,204 of the children (or 60 percent) and 2,341 of the caregivers (or 64 percent) were expected to be retained through the kindergarten year.<sup>14</sup> See the section on response rates in Chapter IV, Section E for the sample sizes actually obtained.

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<sup>14</sup> Using the 4,051 initially selected sample of children as the base rather than the children with parental consent, we expect 54 percent of the children and 58 percent of the caregivers to participate through the kindergarten year.

**Table II.1. Expected Sample Sizes for FACES Over Time (Oversampling 3-Year-Old Cohort)**

	Selection					Percentage of Eligible
	Fall 2006	Spring 2007	Spring 2008	Spring 2009	Total	
<b>3-year-olds selected (about 45% of new enrollees)</b>	<b>2,250</b>					
Parents consenting	90%					
Children not leaving Head Start since last wave	100%	85%	80%	N/A		
Child response rate	95%	93%	93%	80%		
Parent response rate	95%	90%	85%	85%		
Teacher response rate	90%	98%	98%	70%		
Eligible children and parents	2,025	1,721	1,377	1,377	6,500	
Completed child assessments	1,924	1,601	1,281	1,102	5,907	90.9%
Completed parent interviews	1,924	1,549	1,170	1,170	5,814	89.4%
Completed teacher ratings	1,823	1,687	1,349	964	5,823	89.6%
<b>4-year-olds selected (about 55% of new enrollees)</b>	<b>1,801</b>					
Parents consenting	90%					
Children not leaving Head Start since last wave	100%	85%	N/A			
Child response rate	95%	93%	80%			
Parent response rate	95%	90%	85%			
Teacher response rate	90%	98%	70%			
Eligible children and parents	1,621	1,378	1,378		4,376	
Completed child assessments	1,540	1,281	1,102		3,923	89.6%
Completed parent interviews	1,540	1,240	1,171		3,950	90.3%
Completed teacher ratings	1,459	1,350	964		3,773	86.2%
<b>3- and 4-year-olds selected</b>	<b>4,051</b>					
Eligible children and parents	3,646	3,099	2,755	1,377	10,877	
Completed child assessments	3,464	2,882	2,383	1,102	9,830	90.4%
Completed parent interviews	3,464	2,789	2,342	1,170	9,765	89.8%
Completed teacher ratings	3,281	3,037	2,314	964	9,596	88.2%
Child assessments per program	58	48	40	18		
	Head Start year					
	Kindergarten year					



In addition to observations at the child level (assessments, parent interviews, and teacher ratings), observations were also made at the classroom (classroom observations and teacher interviews), center (center director interview), or program levels (program director and educational coordinator interviews). We expected (and achieved) nearly 100 percent cooperation from the center and program directors and the educational coordinators (resulting in 110 to 120 completed center director interviews and 60 interviews of the program directors and educational coordinators). It was expected that about 97 percent of the 350 classrooms would have undergone observation (we achieved 100 percent among eligible and randomly subsampled classrooms) and that a high percentage of those classroom teachers would complete the teacher interview. Table II.2 depicts the expected and actual sample sizes at baseline and at kindergarten followup for FACES 2006 at the various stages of sampling. For more detail, see the section on response rates.

**Table II.2. Expected and Actual Sample Sizes**

	Expected	Actual
Eligible and participating programs	60	60
Centers selected and participating (up to 2 per program)	110–120	135 / 121*
Classrooms selected and participating (up to 3 per center)	330–360	410 / 284*
Children with parental consent (90%)	3,646	3,315
Assessed children in fall 2006 (95%)	3,464	3,182
Assessed children in kindergarten year (spring 2008 or 2009)	2,200	1,848

Note: In each stage, the sampling unit (program, center, class) may also refer to grouped sampling units (program groups, center groups, class groups).

\*Second number refers to number of center *groups* or classroom *groups*, which refer to the sampling units—each of which can comprise more than one center or classroom.

### C. Power

Given the various assumptions about the sample design described above and its impact on the variance of estimates, including rates of consent, response, and attrition, as well as design effects, the sample size should have been sufficiently large to detect meaningful differences for various types of analyses. Suppose we look at a standardized child-level measure (mean of 100, standard deviation of 15), with 80 percent power (and Type I error rate of 0.05) and various sample and subgroup sizes and different assumptions about the impact of clustering on the variance. Assuming estimates

involving both age cohorts, the design effect due to unequal weighting was estimated to be about 1.045. For various point-in-time estimates, we can detect differences of about 4.2 scale points if we assume an intraclass correlation coefficient of .20 and differences of about 2.5 points if we assume a coefficient of .04. Thus, the FACES 2006 sample size was assumed large enough to detect meaningful differences for various types of analyses. Because we came in close to our targeted sample size, this assumed level of power was presumably achieved.

### III. DATA COLLECTION INSTRUMENTS

To describe the characteristics, experiences, and outcomes for children and families served by Head Start, FACES 2006 included a battery of child assessments with measures spanning multiple developmental domains; interviews with children's parents, teachers, and program managers; and observations of classroom quality. For example, to examine the developmental changes and school readiness skills of Head Start children, FACES 2006 administered a child assessment battery consisting of tasks drawn from available, standardized preschool assessments measuring children's cognitive (language, literacy, and mathematics) and physical (height and weight) outcomes. FACES 2006 also relied on questionnaires to obtain parent and teacher ratings of children's academic and social-emotional development, approaches to learning, and health. Information collected from parent interviews included characteristics of households and its members, levels and types of participation in Head Start and other community services, parent-child relationships, and the quality of the child's home life. FACES 2006 also conducted interviews with lead teachers about their educational background, professional experience, and instructional practices, along with brief telephone interviews with program directors and in-person interviews with center directors and education coordinators regarding program characteristics that relate to service quality.

In this chapter, we describe measures used in the FACES 2006 cohort and provide publisher information on scale reliability. We focus on the four major measurement sources in FACES: (1) child direct assessments and ratings by interviewers, teachers, and parents; (2) parent interviews; (3) classroom observations and teacher assessors and (4) program director, center director, and education coordinator interviews. Appendix A contains permission references for any copyrighted instruments used in the child assessment, ratings, or interviews. In Appendix B, we present tables that detail instrument contents and indicate whether items were used in FACES 2003.

## **A. Approach to Identifying and Developing Measures**

Measures for FACES 2006 were selected to balance the need to support comparisons to previous cohorts of FACES (particularly with respect to program performance measures) against the need to update the measurement battery and address emerging policy issues and benefits from progress in the assessment field. Accordingly, many of the measures used in FACES 2006 were included in previous cohorts. Others measure support comparisons with the Head Start Impact Study and were informed by the protocol developed for the Early Childhood Longitudinal Study–Birth Cohort (ECLS–B), and the Early Childhood Longitudinal Study–Kindergarten Class of 1998–99 (ECLS–K).

## **B. Child Direct Assessments and Ratings by Assessors, Teachers, and Parents**

Since FACES inception, the use of various instruments have been used to gather data on child abilities and characteristics that reflect the broad range of outcomes encompassed by the Head Start Child Outcomes Framework. The FACES instruments have provided valid and reliable information on the school readiness of low-income preschool children from diverse cultural and linguistic backgrounds and their progress during the Head Start year(s) and into kindergarten. A consistent finding across all FACES cohorts, including FACES 2006, is that Head Start children enter the program with cognitive skills below national and publisher norms (ACF 2003; Tarullo et al. 2008; Zill et al. 2008). However, children demonstrate gains across the Head Start and kindergarten years. By spring of the first Head Start year, 4-year-old children in FACES 2006 made greater progress toward norms than children 3 years of age in early writing and mathematics, and the younger children show larger gains in letter-word identification than the older children (Aikens and Atkins-Burnett 2009). In addition, children move substantially closer to (and in some instances exceed) norms by spring of the kindergarten year in letter-word identification, letter sounds, and early writing, but less so in vocabulary and early mathematics (Zill and Resnick 2005; Zill et al. 2008).

While most children enter Head Start with below-average skills, they demonstrate considerable diversity in skills (Tarullo et al. 2008; Zill et al. 2008), with some performing at or above norms at program entry. As noted earlier, these findings have been identified across cohorts, including FACES 2006.

FACES 2006 obtained most child outcome measures from direct assessments, but some came from parent and teacher reports and a few from assessor observations. The direct assessments (and assessor ratings) were conducted for each wave of FACES 2006, including the kindergarten follow up, making it possible to measure growth in children's skills and competence by comparing their scores on successive assessments. In addition, parent and teacher reports provided information on children's skills and social-emotional outcomes and development. Each data collection wave of FACES 2006 collected information from parents and teachers.

### **1. Administration of Child Direct Assessments and Ratings by Interviewers, Parents, and Teachers**

For each wave of FACES 2006, assessors used an untimed, one-on-one assessment to directly measure each child's cognitive (language, literacy, and mathematics) and physical (height and weight) outcomes. The direct assessment began with a screening to determine whether children from households speaking a language other than English should be assessed in English, both English and Spanish, or with a short assessment of vocabulary and height and weight measurements. These assessments used standardized test material (for example, easels for the Peabody Picture Vocabulary Test–Fourth Edition [PPVT–4] and the Woodcock-Johnson III Tests of Achievement [W-J III] measures) while computer-assisted personal interviewing (CAPI) facilitated the transition from one assessment to the next without requiring the assessor to calculate stopping or starting points. Using easels, assessors showed children pictures, asked them questions, and entered their responses into the laptop computer, ensuring adherence to all basal and ceiling rules.

As previously noted, parents and teachers provided reports of children’s skills, behavioral problems, approaches to learning, and developmental conditions or concerns in fall and spring of the Head Start year and in spring of kindergarten. As with the remainder of parent interview items (detailed in Section C of this chapter), parent reports of these child outcomes were provided via CAPI. As a part of the Teacher Child Report (TCR), teachers described children’s skills, social-emotional development, and developmental conditions or concerns by using web-based or pencil-and-paper questionnaires. In later sections of this chapter, we describe the parent and teacher interviews and administration of these protocols.

## 2. Language Screener

All children in FACES 2006 began the assessment with two English language screening measures—the Preschool Language Assessment Survey (PreLAS) “Simon Says” and “Art Show.” These assessments allowed the interviewer to determine whether a child from a non-English-speaking home has the English-language skills needed to understand the directions and questions on the assessments and to respond to the questions orally when required. We refer to the two measures as the “language screener.”<sup>1</sup>

The Simon Says and Art Show tasks are two subtests from the Oral Language Development Scale (OLDS) of the PreLAS 2000 (Duncan and DeAvila 1998). Assessors used Simon Says to evaluate English receptive language proficiency. Each child was asked to follow the instructions that “Simon” says (for example, “Simon says, “Touch your toes”) for 10 items. Scores range from 0 to

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<sup>1</sup> In the initial week of the fall 2006 data collection, children were also administered at least five items of the first section of the actual assessment, the PPVT-4, as part of the language screener. Children from a Spanish-speaking background who made five consecutive errors on Simon Says and the Art Show and then made five errors in the first set of the PPVT-4 were routed to the Spanish-language assessment. Children who did not speak English or Spanish and made five errors in the first set of the PPVT-4 after making five consecutive errors on Simon Says and the Art Show were routed out of the cognitive assessment and weighed and measured for height. However, this approach was abandoned because too many children from non-English homes were being routed into the English path only to have difficulty understanding and responding to the questions in the English assessments (e.g., W-J III Letter-Word subtest).

10, with higher scores indicating greater English receptive language proficiency. The Art Show task assessed basic English expressive language. Each child was presented with a series of 10 pictures and asked to identify what was in each picture or explain the object's function. Possible scores range from 0 to 10, with higher scores indicating greater English expressive language proficiency. The test publisher reported internal consistency reliability (alpha) coefficients of 0.88 to 0.89 across forms of Simon Says and 0.88 to 0.90 for Art Show.

Children from a Spanish-speaking background who make five consecutive errors on Simon Says and Art Show were routed to the Spanish assessment. Similarly, a child who made five consecutive errors on Simon Says and Art Show and who spoke neither English nor Spanish was routed out of the cognitive assessment and was weighed and measured for height. In Table III.1, we present the routing procedures for the assessment based on a child's home language and their performance on the screener.

**Table III.1. FACES 2006 Language Routing Assessment Paths**

Home Language				
English	Spanish		Other	
	English Path	Spanish Path	English Path	Non-English Path
Language Screener (Simon Says and Art Show)	Language Screener (Simon Says and Art Show)	Language Screener (Simon Says and Art Show)	Language Screener (Simon Says and Art Show)	Language Screener (Simon Says and Art Show)
PPVT-4	PPVT-4	PPVT-4	PPVT-4	PPVT-4
--	TVIP	TVIP	--	--
W-J III (Spelling, Letter-Word Identification, Applied Problems, Word Attack)	W-J III (Spelling, Letter-Word Identification, Applied Problems, Word Attack)	Batería III (Spelling, Letter-Word Identification, Applied Problems, Word Attack)	W-J III (Spelling, Letter-Word Identification, Applied Problems, Word Attack)	--
ECLS Math	ECLS Math	ECLS Math (Spanish translation available)	ECLS-B Math	--
Story and Print Concepts	Story and Print Concepts	Story and Print Concepts (Spanish translation available)	Story and Print Concepts	--
Height and Weight	Height and Weight	Height and Weight	Height and Weight	Height and Weight

PPVT-4 = Peabody Picture Vocabulary Test-Fourth Edition; TVIP = Test de Vocabulario de Imágenes Peabody; W-J III = Woodcock-Johnson III Tests of Achievement

The English language screener was administered at each testing period to permit independent decisions about which battery of tests a child received based on the his/her performance at testing times. However, children who were administered the battery in English in fall of the Head Start year were not administered the full PreLAS in subsequent waves, and it was not used to determine the language of assessment. Once a child was routed into the English path of the assessment, he/she stayed in that path in subsequent waves. In Table III.2, we present the number of FACES 2006 children who followed each potential routing path across the four data collection waves.

**Table III.2. Number of Children by Language Routing Path, FACES 2006**

FACES 2006 Wave	Home Language				
	English	Spanish		Other	
	English Path	English Path	Spanish Path	English Path	Non-English Path
Fall 2006	2,343	359	425	35	20
Spring 2007	2,182	472	162	26	5
Spring 2008	1,531	510	29	16	1
Spring 2009 <sup>a</sup>	744	239	2	11	0

<sup>a</sup> Only children from the 3-year-old cohort who were in kindergarten in spring 2009 were assessed in spring 2009.

### 3. Peabody Picture Vocabulary Test–Fourth Edition/Test de Vocabulario de Imágenes Peabody

FACES 2006 assessors used the PPVT–4 (Dunn et al. 2006) to evaluate children’s knowledge of the meaning of words by asking them to say or indicate, by pointing, which of four pictures best showed the meaning of a word said aloud by the assessor. A series of words were presented, ranging from easy to difficult for children of a given age, each accompanied by a picture plate consisting of four line drawings. When the level of difficulty became too great (as demonstrated by the child’s incorrect responses to several items in a set), the test ended. Administration of the full test required about 10 to 15 minutes (the average child received only a subset of the items). The test is suitable for a wide range of ages from 2-1/2 years through adulthood; the established age norms are based on a national sample of 4,000 children and adults tested across the United States.

PPVT-4 scores are highly reliable, with the test publisher reporting internal consistency reliability (alpha) coefficients ranging from 0.96 to 0.97 and test-retest reliability ranging from 0.92 to 0.96. There are two parallel forms of the test, and the alternate-form reliability coefficients are reported to range from 0.87 to 0.93, with a mean of 0.93 (Dunn et al. 2006).

FACES 2006 continued to use the Spanish-language Test de Vocabulario en Imágenes Peabody (TVIP) (Dunn et al. 1986) with children whose home language is Spanish. To examine children's receptive language development in both English and Spanish, FACES 2006 administered both the TVIP and the PPVT-4 regardless of a child's performance on the language screener. The median internal consistency reliability of the TVIP is 0.93.

The Head Start fall and spring assessments and the kindergarten assessment used the PPVT-4 and the TVIP. FACES 2006 included both these measures across waves to provide information on the English and Spanish receptive vocabulary development of Spanish-speaking children during and following Head Start.

In the 2000 and 2003 cohorts, FACES did not administer the TVIP to kindergarten children.

#### 4. Woodcock-Johnson Tests of Achievement—Third Edition/Batería III Woodcock-Muñoz

FACES 2006 used the W-J III Battery for English assessments and the Batería III Woodcock-Muñoz (W-M III) for Spanish assessments. The English assessment used the W-J III subtests, and the Spanish assessment used the W-M III subtests. FACES used a stopping rule of three consecutive items wrong within each subscale.<sup>2</sup>

**Letter-word identification.** This subtest measured children's skills in identifying isolated letters and words in large type on pages of the test book. The internal reliability of the subtest with

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<sup>2</sup> FACES adapted this stopping rule on these assessments, as the Woodcock-Johnson [W-J III] and W-M assessments typically use a stopping rule of six consecutive incorrect items.

preschool children averages 0.98 for the W-J III and the W-M III (Woodcock et al. 2001; 2004).

**Applied problems.** This subtest measured children's skill in analyzing and solving practical problems in mathematics. To solve the problems, the child needed to recognize the procedure to be followed and then perform simple counting, addition, or subtraction operations. Because many of the problems included extraneous stimuli or information, the child needed to also decide which data to include in the count or calculation. The subtest's internal reliability is 0.86, as reported by the publishers.

**Spelling.** The first six items of this subtest measured fine motor coordination and pre-writing skills, such as drawing lines and copying letters. The remaining items measured the child's skill in providing written responses when asked to write specific upper- or lower-case letters. Later parts of the subtest asked the child to write specific words and phrases, punctuation marks, and upper-case letters. The publisher reported that the internal reliability of the W-J III spelling with preschool children averages 0.93.

**Word attack.** This subtest measured a child's knowledge of letter-sound correspondence or the ability to apply phonic and structural analysis skills to the pronunciation of unfamiliar printed words. Children were asked to read aloud letter combinations that form nonsense words but follow conventional letter-sound correspondence rules. The subtest was administered in the kindergarten year only. The publisher reported internal reliability of this subtest with kindergarten children as 0.94.

## 5. Additional Math Assessment: Early Childhood Longitudinal Study

Head Start has a growing interest in supporting the development of children's mathematic skills. At the same time, preschool mathematics curricula typically extend beyond numbers and operations (topics measured by the W-J III Applied Problems subtest used in FACES) to include skills in geometry, patterns, and measurement. To measure all of these areas during preschool and kindergarten, FACES 2006 used the ECLS-B and ECLS-K mathematic assessments (Snow et al.

2007; U.S. Department of Education 2002), to supplement the W-J III Applied Problems subtest. For example, ECLS mathematic items assessed children's understanding of relative size, ordinal numbers, pattern matching, and number recognition as well as their ability to count, recognize shapes, add, and solve word problems. An ECLS counting task was retained because the W-J III Applied Problems subtest lacks sufficient items on counting and number knowledge.

FACES used 23 mathematic items from the ECLS–B in fall and spring of the Head Start year and an additional 7 items from the ECLS–K in kindergarten. The items came from low and high forms of the ECLS assessment (based on difficulty); CAPI routed children through a various number of items. The reliability for the scaled scores in the ECLS–B national study was 0.89 (for the theta, estimate of true ability and Item Response Theory [IRT] scores) in preschool and 0.92 in kindergarten (Najarian et al. 2010).

## 6. Story and Print Concepts

The FACES 2006 Story and Print Concepts task is an adaptation of earlier prereading assessment procedures developed by Clay (1979), Teale (1988, 1990), and Mason and Stewart (1989). In these procedures, a child is handed a children's storybook upside down and backwards. The assessor notes whether the child turns it around to put the book upright with the front cover on top. Then the child is asked to identify where the name of the book is written, where the material to be read begins, and in what direction the reading proceeds. The assessor reads the story to the child and asks basic questions about the content of the story and the mechanics of reading.

*Little Bear* (Minarik 1985) was used in the English assessment for the Head Start and kindergarten assessments. A Spanish version of the text, *Osito* (Minarik 1986; J. Aguilar, trans.), was used in the Spanish battery. The story was read in its entirety and was well liked by the children.

## 7. Height and Weight

Childhood obesity is a growing problem and perhaps the most widespread child health condition that the Head Start program could potentially influence. In fact, by the preschool years, racial/ethnic disparities in childhood obesity are already present (Anderson and Whitaker 2009; CPC 2009). Information on children’s height and weight, coupled with information to adjust for sex and age, allowed for an accurate measurement of children’s body-mass index (BMI) and Provided nationally representative data on the prevalence of obesity among Head Start children.. At each wave, children’s height and weight were each measured twice following a protocol that has been used in the ECLS–K, ECLS–B, and other federal government surveys. Specifically, a Shorr board (for ECLS–K) or similar device (for ECLS–B) was used to measure height, and a digital scale was used to measure weight.

## 8. Assessor Ratings

At the end of the one-on-one testing sessions with children, the FACES 2006 assessor completed a set of rating scales from the Leiter International Performance Scale-Revised (Leiter-R), Examiner Rating Scale to evaluate behavior in the test situation, including a child’s approach to learning and any problem behaviors. The Leiter-R scales are composed of eight subscales that examine children’s approach to the assessments, their engagement with the materials, and their ability to attend to and regulate their physical and emotional responses during the assessment tasks. Items were rated on a four-point scale (“rarely/never,” “sometimes,” “often,” or “usually/always”). The subscales and 49 items made up two scales for analysis: cognitive/social scale and emotion/regulation scale. Two large-scale studies (Early Head Start Transition to Prekindergarten [ACF 2006] and Home Visiting 2000 [Olds et al. 2004]) successfully used the Leiter-R Examiner Ratings. The scales demonstrate good reliability and predictive validity. FACES 2006 used four of the eight subscales—(1) attention, (2) organization/impulse control, (3) activity level, and

(4) sociability—that, with 27 items, make up the cognitive/social scale. The publisher reported internal reliability correlations for preschool children of 0.97, 0.94, 0.93, and 0.92, respectively.

After completing the assessment rating scales, the assessor indicated any special concerns regarding the child's ability to complete the assessment: responding non-verbally, using non-standard English such as dialect, speaking English as a second language, demonstrating limited English proficiency, experiencing difficulty in hearing or seeing the assessor/test materials, or using speech that was difficult to understand. These items used three-point ratings to indicate the degree to which the child displayed any of these characteristics (“not at all,” “somewhat,” or “very much”).

## 9. Teacher Child Report (TCR)

Head Start and kindergarten teacher ratings of children are important sources of information about children's learning and behavior. For FACES 2006, teachers in the fall and spring of Head Start and spring of kindergarten used a TCR form to rate each child on a set of items that assessed the child's accomplishments, cooperative classroom behavior, behavior problems, and approaches to learning. Teachers also provided reports of children's developmental conditions. Head Start teachers were encouraged to complete the TCR form for each sampled child on the web. A paper option was also available for teachers without access to the web or who preferred a paper-and-pencil questionnaire.

**Children's accomplishments.** Head Start teachers were asked to rate each child's prereading, early mathematics, early writing, fine and gross motor, and language skills by describing the child's ability in these areas. Children's accomplishments were assessed in 13 items through a variety of tasks, such as recognizing letters of the alphabet, counting, holding a pencil properly, walking without stumbling or tripping, and speaking comprehensibly. Items were adapted from the National Household Education Survey (NHES). Kindergarten teachers rated children's academic skills in the areas of language and literacy, science and social studies, and mathematics.

**Children’s classroom behavior.** By scoring 12 items, Head Start and kindergarten teachers indicated how often the child engaged in cooperative classroom behaviors, such as following teacher directions, helping to put things away, complimenting classmates, and following rules when playing games. The ratings included items drawn from the Personal Maturity Scale and the Social Skills Rating System (SSRS) (Gresham and Elliott 1990; Elliott et al. 1988). The teacher indicated the extent to which a given statement (such as “follows the teacher’s directions”) was characteristic of the child, from 1 (“never”) to 3 (“very often”). A summary score was created from the three-point scale items, with high numbers indicating more frequent cooperative behavior.

The Personal Maturity Scale was originally used in the 1976–1977 National Survey of Children (Zill and Daly 1993) and later adapted by Alexander and Entwisle for use in their longitudinal study of achievement of Baltimore’s inner-city elementary school children (Alexander and Entwisle 1988). The scale, which measured a child’s interest or participation, cooperation or compliance, and attention span or restlessness, consists of 13 items forming three subscales, with alpha reliabilities ranging from 0.74 to 0.85. The SSRS social skills subscale score has an alpha coefficient of 0.94 for preschool and elementary teacher report forms.

**Children’s behavior problems.** Items in the FACES 2006 behavior problems scale, which measure negative child behaviors associated with learning problems and later grade retention, come from an abbreviated adaptation of the Personal Maturity Scale (see above for description) and from the Behavior Problems Index (BPI) (Peterson and Zill 1986). The BPI included undercontrol (such as aggression, hyperactivity, and destructiveness) and overcontrol (such as social withdrawal, depression, and somatic problems) behaviors; the internal consistency of the BPI total score ranged from 0.88 to 0.89 in the National Health Interview Survey and the National Longitudinal Study of Youth (NLSY) (Berry et al. 2004).

Head Start and kindergarten teachers responded to questions about the frequency of aggressive behavior (such as, “hits/fights with others”), hyperactive behavior (“is very restless”), and anxious

or depressed and withdrawn behavior (“is unhappy”), using a scale from 1 (“never”) to 3 (“very often”). A summary score is derived from the 14 behavior items, with higher scores representing more frequent or severe negative behavior.

**Children’s approaches to learning.** FACES 2006 used the Preschool Learning Behavior Scale (PLBS) (McDermott et al. 2000) to assess a child’s approaches to learning, including the motivation to learn and behaviors that enhance learning. The PLBS was designed to be used by classroom teachers to rate individual children on a series of 29 questions such as competence motivation, attention to and persistence of tasks, and attitudes towards learning. Head Start and kindergarten teachers completed five items from this scale, indicating the extent to which a given statement (such as, “pays attention to what you say”) was characteristic of the child in the past month. The items were rated from 1 (“not true”) to 3 (“very true or often true”). Subscales for the PLBS have good internal consistency when used with Head Start children, with alpha estimates ranging from .89 for the Competence Motivation subscale to .72 for the Attitudes Toward Learning subscale (McDermott et al. 2002).

**Developmental conditions or concerns.** To provide context for children’s experiences in Head Start and their status and growth in skills that are predictive of school readiness, Head Start teachers in FACES 2006 were asked whether the child has a diagnosed disability or is being evaluated for disabilities or special needs. They also noted whether a child had an Individualized Education Plan (IEP) or an Individualized Family Service Plan (IFSP), described specific concerns about their health or development, and described efforts to address these concerns. These questions have been adapted from the family enrollment interview in the National Early Intervention Longitudinal Study (NEILS), 2003. Kindergarten teachers completed similar items.

## 10. Parent Ratings

As with Head Start teachers, FACES 2006 asked parents to rate their child on a set of items assessing accomplishments, social skills, approaches to learning, behavior problems, and developmental conditions. Taken together, the parent and teacher ratings permitted a comparison of assessment items for a given child and allowed construction of composites of children's social behavior across settings and data sources. However, given that different behaviors may be more or less salient in the home versus the classroom, a subset of items in the rating scales is unique to each setting and data source. Items on child health, social skills, and approaches to learning, therefore, differed. Many studies have found that there is little agreement between parent and teacher ratings on the same items; this makes sense because the rating and report refer to different contexts. While data from the TCR were collected via a self-administered questionnaire, parent ratings were incorporated into the parent interview.

**Children's accomplishments.** Parents rated their child's prereading, and early mathematics, writing, and language skills by describing the child's ability in these areas. Nine items assessed children's accomplishments in a variety of tasks, such as recognizing letters of the alphabet, counting, and speaking comprehensibly. Items were adapted from the School Readiness component of the 1993 NHES (U.S. Department of Education 1994), and from members of the Head Start Quality Research Consortium. Selected items were combined to form a scale of parental perceptions of children's early literacy skills. The Head Start Impact Study (ACF 2005) reported program effects for the scale.

**Children's social skills and problem behaviors.** Several measures in the FACES 2006 parent interview assessed a child's social behavior, including 21 items taken from several well-known measures: Personal Maturity Scale, Social Skills Rating System (SSRS) (Gresham and Elliott 1990; Elliott et al. 1988), and BPI (Peterson and Zill 1986). Parents rated each child on a set of behaviors that permits assessment of basic social skills and behavior problems. The parent indicated the extent

to which a given statement (such as “makes friends easily”) was characteristic of the child, from 1 (“not true”) to 3 (“very true or often true”). The 21 items were categorized into one of two summary scores: (1) social skills/positive approaches to learning and (2) problem behaviors.

As noted earlier, the BPI captured the behavior problems of children, including undercontrol (such as aggression, hyperactivity, and destructiveness) and overcontrol (such as social withdrawal, depression, and somatic problems). The internal consistency of the BPI total score ranged from 0.88 to 0.89 in the National Health Interview Survey and the NLSY. Given that the BPI does not adequately assess pro-social or positive behaviors, additional items for the parent and teacher rating scales were taken from the SSRS and from the Personal Maturity Scale, whose alpha reliabilities range from 0.74 to 0.85. The SSRS social skills scale’s alpha coefficients range from 0.87 to 0.90 for parent reports across the elementary and preschool SSRS forms, respectively, and 0.94 for the teacher forms. The SSRS problem behavior scale scores demonstrated alpha coefficients of 0.73 to 0.87 for parents and 0.82 to 0.88 for teachers for preschool and elementary forms, respectively.

### **C. Parent Interviews**

Parent interview instruments, which are collected during each wave (Table III.3), gather information on a variety of topics. A thorough understanding of both the needs and strengths of Head Start families informs policy decisions and contributes to the research literature. The FACES 2006 parent interviews assessed positive and negative factors—in the family and household environment, neighborhood, community, and schools—that may moderate the relationship between Head Start participation and children’s outcomes.

Data from the FACES 2006 parent interviews provided Head Start with a comprehensive picture of the families served by the program. The interviews focused on the characteristics of households and their members, levels and types of participation in Head Start and other community services, parental involvement with their children, and understanding of their children’s

development. Generally, the main modules of the parent interview corresponded to the key objectives of FACES data collection: family household and demographic information, including parent-child relationships and the quality of the child's home life, and parent ratings of the child's behavior problems, social skills, and competencies. As noted in the preceding section, these interviews were also used to obtain parent ratings of the child's social behavior and development.

### **1. Administration of Parent Interviews**

Mathematica conducted interviews by using CAPI and computer-assisted telephone interviewing (CATI). During the week of data collection, in-person interviews were conducted at the Head Start center, although efforts are made to accommodate parents who requested a different location (such as the parents' home). Parents could also contact Mathematica's Survey Operation Center (SOC) to complete an interview by telephone. In Chapter IV, we provide detail on interview administration. Mathematica's SOC conducted parent interviews by telephone outside of the on-site field period.

### **2. Relationship of the Parent to the Child**

Questions about the composition and structure of the household asked for the parent's relationship to the target child—biological or adoptive parent, legal guardian, or relative. In FACES 2006, 96 percent of the children lived with at least one biological parent, but fewer than half lived with both biological parents (Tarullo et al. 2008). When the respondent was not the child's biological or adoptive parent, further questions ascertained the whereabouts of the biological parent and determined whether the parent would return to the household. If the respondent reported that he or she was the biological or adoptive parent and lived with the child, the interview moved on to the next question.

### **3. Child Demographic Information**

The parent interview also collected information on child demographics (such as age and race/ethnicity) and disability status. Changes in the racial/ethnic and age composition of the entering Head Start population have implications for other characteristics of the population and for program services. A growing percentage of entering Head Start children are Hispanic/Latino, increasing from 28 percent in fall 2000 to 31 percent in fall 2003 to 35 percent in fall 2006 (West and Hulseley 2009; Zill et al. 2008). In addition, the enrollment of 3-year-old children has increased across cohorts, doubling between 1997 and 2006 (Tarullo et al. 2008; West and Hulseley 2009). Questions on whether a child is undergoing evaluation for disabilities or special needs provided context for children's experiences in Head Start and their status and growth in skills predictive of school readiness. Parents reported on whether the child had an Individualized Family Service Plan (IFSP) or (IEP).

### **4. Family Demographic Information**

Several background variables assessed the basic resources available to and challenges faced by parents, all of which potentially affected the quality of the child's home environment and subsequent development. We obtained information about the education, employment, and income of both the mother and the resident father, including household income and the number of adults contributing to it, receipt of Temporary Assistance for Needy Families (TANF) or other public assistance (such as participation in Special Supplemental Nutrition Program for Women, Infants, and Children, better known as WIC), and whether or not the child or parent had health insurance and, if so, what type.

The country of origin of the mother and father, ancestry, and religion are relevant to cultural variations in child-rearing patterns and to early language learning. Children of immigrants are expected to have different experiences with English-language proficiency, family cultural values, and access to social services than children of native-born Americans. Ancestry data yields additional

information on cultural differences across families. If the mother or father were not born in the United States, she/he was asked about length of residency in the United States. These items provided a rough indication of potential cultural assimilation.

## **5. Home Language Environment**

Twenty-seven percent of newly entering Head Start children come from non-English-speaking homes (Tarullo et al. 2008), 84 percent of which speak Spanish as their primary language. Questions on the home language environment determined whether a language other than English was spoken in the home, what language(s) the child first learned to speak, and whether the parent or other adults and children in the household speak a language other than English to the child. Questions on the parent's language proficiency illicit how well the parent understood, spoke, and read English and understood, spoke, read, and wrote his or her first language.

## **6. Family Household Structure**

Of primary interest under the household composition construct was the number and type of parents present in the household and their marital status. Research indicated that the presence of two biological parents who interacted with minimal conflict was associated with a wide range of favorable outcomes for children (Dawson 1991; McLanahan and Sandefur 1994; Morrison and Cherlin 1995; Peterson and Zill 1986; Bronte-Tinkew et al. 2004). Therefore, it was important to identify children living with single mothers, who were more likely to be poor (Garfinkel and McLanahan 1986; Bane and Ellwood 1983), and their children likely to have lower educational attainment (Aquilino 1996). In addition, the total number of household members can reveal possible overcrowding, which could adversely affect a child's well-being or health. Measuring the number of children in the household also provided some indication of the extent to which parents must divide their caregiving and attention among children. For these reasons, FACES 2006 collected a complete roster of all household members, including age, gender, and relationship to the child.

## 7. Home Learning Environment

To develop an understanding of Head Start influences, it is critical to measure home activities that stimulate development. Numerous studies have indicated that high levels of positive, age-appropriate cognitive stimulation in early childhood are related to better social and mental development in children (Bakeman and Brown 1980; Bradley et al. 2001; Foster et al. 2005), as indicated by measures of cognitive development and IQ in preschool and later (Bradley and Caldwell 1976a, 1976b, 1980, 1984b; Bradley et al. 1979; Bradley et al. 1989; Bradley et al. 2001; Lozoff et al. 1995) and in school achievement (Denton and West 2002; Senechal 2006; van Doorminck et al. 1981). Research has also suggested that cognitive stimulation early in life may have implications for brain development and cognitive potential (Shonkoff and Phillips 2000).

The quantity and quality of verbal interaction between young children and their parents has been shown to influence children's language development, including language production, reading ability, and vocabulary growth, as well as academic skills, such as mathematics (Bradley and Caldwell 1980, 1984b; Bradley et al. 1989; Hart and Risley 1992, 1995). Verbal interactions include singing, playing games, talking, and reading. One aspect of verbal interaction is the extent to which a language other than English is used in the household. To obtain information about the child's language environment, several questions asked about language(s) used in the home and by whom and language(s) spoken to the child.

In FACES 2006, information about the home's literacy environment and the parent's literacy-related activities was obtained from questions about the availability of reading materials for adults and children, and how often a parent read books to the child. Questions also asked about the availability of computer programs for children. Items on activities with children come from previous national surveys, including the NHES and Home Observation for Measurement of the Environment (HOME) Inventory, a standard measure of the quality of the language and learning environment in the home. We used items from the HOME-Short Form (HOME-SF), which was developed for the

NLSY, for comparison with national norms on the quality of the home environment. With its excellent psychometric properties, the HOME-SF consists of 17 parent report items that can identify changes in the home environment as a result of parents' participation in their children's educational experiences and the overall quality of the home environment.

Engaging young children in shared activities was another form of cognitive stimulation. Clarke-Stewart (1980) found that children whose fathers kept them interested in games such as peek-a-boo, ball toss, and bouncing were more cognitively advanced than those not similarly stimulated. Other activities, such as outings to parks and playgrounds, provide children with opportunities for exploration, exercise, and social interaction. Early literacy development is related to family social interactions and not necessarily intended to foster language development (for example, shopping), especially among low-income samples (Foster et al. 2005; Teale 1984). FACES 2006 obtained information about the frequency of various types of stimulating or educational activities with the child, such as singing songs or nursery rhymes, counting together, visiting the park, and shopping or running errands. These items, drawn from national surveys, were used to form scales that assessed the parent's participation in the child's educational experiences and cognitive stimulation. In FACES 2006, common home learning activities (with at least 90 percent of children experiencing them in the past week of being surveyed) included playing with toys and games with family members, running errands and doing chores, and teaching letters, words, or numbers (Tarullo et al. 2008). Over the past month, more than half of families had taken their children to a playground or park, shopping mall, or church.

## **8. Child-Rearing Practices and Parenting Behavior**

Parents' interactions with their children at home set the stage for socializing children as they prepare for school. One measure of family socialization takes the form of rules or routines established by parents. Parents reported whether or not they used rules for certain household

activities such as chores, television watching, meals, and bedtime. In terms of discipline, parents reported on their use of spanking and time out with their children.

Parents' practices and attitudes toward child rearing can also affect a child's well-being and development by influencing the relationship and interactions between parent and child as well as the consistency and type of discipline used by parents. Items were drawn from the Child Rearing Practices Report (CRPR) (Block 1965) to evaluate practices in four general domains: (1) how positive and negative emotions are expressed, handled, and regulated; (2) how parents convey authority and what forms of discipline they use; (3) parents' ideals and goals with respect to the child's accomplishments and aspirations; and (4) parents' values concerning the child's development of autonomy, independence, and self-identity.

From the original 91-item CRPR, FACES selected 13 that assess child-rearing patterns. Questions presented various statements that parents of young children might make about themselves, such as "I control my child by warning him/her about the bad things that can happen to him/her" or "My child and I have warm intimate moments together." The parent indicated whether and to what extent he or she agreed or disagreed with each statement along a five-point Likert-type scale with 1 = "exactly" to 5 = "not at all." The items form three subscales: (1) authoritarian pattern, which assessed frequent use of physical punishment, verbal reprimands, prohibitions, discouragement of child's emotional expression, emphasis on fear of external consequences of transgression, and strict supervision; (2) authoritative pattern, which assessed emphasis on inductive methods, reasoning, appreciation of accomplishments, fostering individuality, and encouraging open communication between parents and the child; and (3) adherence to rules, which assessed the extent to which parents abide by the rules they set for their child.

Past research has established substantial evidence for the reliability and validity of the CRPR (Block 1965; Kochanska et al. 1989). It has been used fruitfully in other research concerning parents' child-rearing orientations, especially as it relates to adolescents' personality characteristics (Block and

Block 1981). In addition, it has uncovered systematic differences between parents who are abusive or depressed and those who are not (Susman et al. 1985); has been used to investigate continuity in child-rearing orientations over a nine-year span (Roberts et al. 1984); and has provided a method of indexing the elements of creativity-fostering environments (Harrington et al. 1987). Currently, the ECLS–B is successfully using CRPR items.

## 9. Child Care Arrangements

The use of the Head Start program was only one component of each family’s overall picture of alternate or nonparental care for their children during the parent’s work day. A high and rising proportion of children spend time in nonparental care, increasingly entering at a very young age. In fact, the quality, stability, and consistency of child care over time are important factors influencing children and have been found to be related to children’s cognitive and social-emotional development (Hayes et al. 1990; Love et al. 1996; NICHD Early Child Care Research Network 1998, 2000; Shonkoff and Phillips 2000; Whitebook et al. 1989; Zaslow 1991).

The cost of child care is also closely associated with quality of care, as measured by factors such as providers’ training and education and the ratio of providers to children. Higher costs consistently reduce the likelihood that families will choose center-based care, and strongly predict the type of care arrangement chosen over quality of care, as expressed in the child-adult ratio (Hofferth 1991; Hofferth and Wissoker 1992). Hofferth et al. (1991) found that many working parents spend a substantial proportion of their income on child care, potentially reducing resources available for other purposes and often creating a source of stress.

The parent interview included a module asking about current child care arrangements for the target child as well as background data, including the type of care the child receives (a center, relative or friend, or family day care); the cost (both overall and parent’s out-of-pocket expenses); and the number of different arrangements the child is in at present.

## **10. Child and Family Health Care**

The health status of the child and his/her family can directly influence the child's well-being development. Appropriate family health practices can enhance or impede a child's growth and development. It can also directly affect the child's school readiness, the ability to pay attention or participate in classroom activities, and attend school regularly. The health status of the child's parent can affect the child's well-being by limiting the physical and emotional resources the parent can devote to the child. To assess the context of family health care, the parent interview asked about the child's current health status (including specific health conditions), the physical and mental health status of the parent, and family health practices, including tobacco, alcohol, and drug use.

## **11. Parent Mental Health**

The mental health of parents is of concern to Head Start because of its relevance to well-being and to parental interactions with their children. Therefore, the short form of the Center for Epidemiologic Studies–Depression Scale (CES–D), a psychosocial measure, was administered to parents as part of the interview. This 12-item version (Radloff 1977; Ross et al. 1983) measured levels of depressive symptoms among parents. Depressed mothers may have a withdrawn or intrusive parenting style, either of which can lead to social and emotional problems in children, including internalizing and externalizing behavior problems and difficulties in reading social cues (Downey and Coyne 1990; Field 2000; Shonkoff and Phillips 2000). Parents' reports of depressive symptoms increased somewhat between FACES 2000 and 2006, with 10 percent reporting moderate levels of depressive symptoms in fall 2006 and another 9 percent reporting symptoms of severe depression (Tarullo et al. 2008).

## **12. Home and Neighborhood Characteristics**

Living in unsafe neighborhoods can also affect a child's health, well-being, and development. With a focus on the daily stressors faced by Head Start families, parents reported on any violence

that, to their knowledge, had occurred in their neighborhood as well as on their own exposure to violence.

Additional questions focused on any involvement the family had with the criminal justice system and domestic violence. Such sensitive information was crucial for understanding family needs, identifying risk factors affecting child development, and describing the contextual factors that impede or facilitate family well-being. The introductory statement to the interview stressed that respondents need not answer sensitive questions and guaranteed the confidentiality of all answers; the statement was repeated before the questions on criminal justice and domestic violence.

### **13. Family Social Support**

A supportive social network can mitigate the stresses of life events, daily living, and parenting. Generally, the more social support available to the parents, the greater is the likelihood that the child will form a secure infant-mother attachment (Crockenberg 1981). In addition, among African American families, mothers with a larger support network were more responsive in their interactions with their infants and provided more stimulation than mothers with smaller social networks (Burchinal et al. 1996). Among unemployed mothers, lack of social support is related to an increase in depressive symptomatology (Hall et al. 1985; Jackson 1999).

The parent was asked two sets of questions about social support. One set asked about sources of support when the family faces emotional, financial, and parenting problems and an emergency. Earlier national studies, including the ECLS–B, NHES, and NLSY, made extensive use of the same questions. The second set asked whether at any time Head Start staff assisted the family in accessing services for social support.

### **14. Child Nutrition and Activity Levels**

Nutritional choices and activity levels at home can contribute to the development of healthy habits and help combat child obesity. Parents were asked about the availability of a safe place for

outdoor play, the amount of time the child spends outdoors during the day, and the prevalence of television watching and other “screen time.” They were also asked about the consumption of sweetened beverages, unhealthy snacks, and fast food. These questions were derived from similar questions in ECLS studies.

## **15. Head Start/Kindergarten Experiences**

Parents were asked questions along two dimensions regarding children’s experience in Head Start and kindergarten: attendance and degree of parental involvement. Questions on attendance (and the reasons for absences) provided important context for understanding how programs/schools were associated with children’s outcomes.

Head Start has always considered parental involvement a central tenet of its mission. Research shows that parental involvement is related to improved outcomes for children during both early childhood and the elementary school years (Downer and Mendez 2005; Glick and Hohmann-Marrott 2007; Marcon 1999; McWayne et al. 2004). In spring 2006, parents reported how often they participated in a variety of activities (volunteering in the classroom, attending workshops, accompanying children on field trips, attending parent-teacher conferences, and so forth). Parents whose children were still in Head Start were also asked what could preclude their involvement. Barriers ranged from practical constraints, such as a lack of time or transportation, to personal considerations, such as discomfort in the program/school environment. Research (for example, Hoover-Dempsey et al. 2005) shows that these barriers have implications for the ability of parents to become involved in the program/school. Finally, Head Start parents reported on their level of satisfaction with program efforts to promote children’s development and support parents in meeting family needs.

## 16. Interviewer Ratings

The parent interviewer completed a set of rating scales to evaluate the respondent's behavior during the interview, the interviewing environment, and the quality of data collected. The interviewer rated the respondent's behavior on six scales covering six different domains: comprehension of questions, truthfulness, accuracy of information provided, interest in the interview, cooperation, and English proficiency. The interviewer also rated the interview situation based on whether the interview was conducted without interruption. Finally, the interviewer rated the overall quality of the data collected. Ratings used seven-point scales with descriptive anchors at the extreme ratings. For example, the interviewer rated the item "comprehension of questions" from 1 ("hardly able to understand") to 7 ("able to understand questions easily"). These items were also used in prior FACES.

## D. Classroom Observation Instruments

Head Start classroom observation instruments were another important component of FACES 2006. They allow for direct measurement of teacher skills, classroom environment, and curricula. Specially trained observers used standardized observational methods and coding schemes that have been widely applied in child development research and whose utility has been proven in other large-scale studies (for example, earlier cohorts of FACES, NICHD Study of Early Child Care and Youth Development, and studies conducted by the National Center for Early Development and Learning (NCEDL), including State Wide Early Education Programs (SWEEP) and the Multi-State Study of Prekindergarten).

### 1. Administration of Classroom Observations

In each sampled classroom, trained observers made observations in spring of the Head Start years. They spent at least four hours in the morning observing a major portion of the daily schedule and a variety of classroom activities. To be as unobtrusive as possible, observers stayed outside

heavily traveled classroom areas and limited their interactions with the children. Observers noted on paper various aspects of classroom quality and teacher-child interactions and then transferred the data to computer instruments. A brief description of the coding schemes used by observers follows.

## **2. Counts of Children and Adults**

The counts of children and adults provided information used to calculate child-adult ratios and measure other aspects of classroom quality. Trained observers counted the number of children, adults, and paid staff at two separate times, separated by at least one hour, during the classroom day. The counts took place during one structured (teacher-directed) and one unstructured activity. The child-adult ratio was calculated as the average number of children per adult (both paid and volunteer) across the two observations. The child-staff ratio was calculated using only the number of paid staff across the two observations. Higher child-adult or child-staff ratios were indicative of lower quality.

## **3. Early Childhood Environment Rating Scale-Revised**

The Early Childhood Environment Rating Scale-Revised (ECERS-R) is a global rating of classroom quality based on its structural features (Harms et al. 2005). It has been widely used in child development research to predict optimal child outcomes (for example, Phillips et al. 1994). The classroom environment was defined as the use of space, materials, and experiences to enhance children's development, daily schedule, and supervision. The scale rated seven areas: personal care routines, furnishings and displays for children, language-reasoning experiences, creative activities, social development, program structure, and parents and staff. Each area encompassed five to seven items rated on a seven-point scale—a score of 1 was considered “inadequate,” 3 was “minimal quality,” 5 was “good quality,” and 7 was “excellent quality.” Each score had anchors in the form of descriptions and supplementary notes to aid in assigning the ratings. FACES 2006, as in previous cohorts, used all but one of the seven scales (parents and staff scale) as many of those items were

not easily observed and required discussion with the teacher. Also, research often excluded those items from the total scores focusing on child-related items to measure the environment (Harms et al. 2005). Inter-rater reliability for the ECERS-R reached correlation coefficients of 0.92 and 0.87. Internal consistency (Cronbach's alpha) ranged from 0.71 (parents and staff) to 0.88 (activities) with an alpha coefficient for the total scale of 0.92 (Harms et al. 2005).

#### **4. Arnett Scale of Lead Teacher Behavior**

This was a rating scale of teacher behavior toward children in the classroom. It consisted of 26 items that assessed five areas of teacher behavior: sensitivity, punitiveness, detachment, permissiveness, and prosocial interaction (Arnett 1989). At the end of the observational period, the observer completed the scale for an individual teacher, typically the lead teacher in the classroom. For example, in evaluating whether the teacher “speaks warmly to the children,” the observer would assign ratings indicating the extent to which the statement is characteristic of the teacher, from 1 (“never seen”) to 4 (“always or almost always”).

#### **5. Classroom Assessment Scoring System**

The Classroom Assessment Scoring System (CLASS) (Pianta et al. 2008) measures quality in terms of instructional and social-emotional aspects of the environment. The CLASS assesses and measures the qualities of interactions between teachers and students in classrooms including interactions related to children's early academic achievements and social competencies.

The full CLASS captures 11 dimensions of teaching and classroom quality that are grouped into three broad areas: emotional support (for example, positive climate, teacher sensitivity), classroom organization (behavior management, instructional learning formats), and instructional support (concept development, language modeling). Each domain is rated on a seven-point scale (1 = “minimally characteristic” to 7 = “highly characteristic”) for each of four observation cycles. The CLASS instructional support domain was used in the spring 2007 data collection of FACES

2006.<sup>3</sup> Analysis of the scale comes from the use of its precursor in the NICHD Study of Early Child Care and Youth Development, the Multi-State Study of Prekindergarten, and SWEEP. Results from the Multi-State Study indicated that instructional and emotional support domains are linked to preschoolers' receptive and expressive vocabulary, prereading and applied mathematics skills, and behavior (Malone et al. forthcoming).

As reported by the publishers, internal consistency for the instructional support domain is 0.79. Correlations between two observations as an indicator of test-retest reliability are 0.86 for instructional support. Average inter-rater reliability (within one point of ratings from master raters) was 87 percent.

## **E. Head Start and Kindergarten Teacher Interviews**

The FACES 2006 Head Start teacher interview was designed to collect information about classroom teacher characteristics related to the quality of care provided by the Head Start program. Head Start teachers were asked about their classroom activities and use of curricula, as well as their demographic and educational background and professional experience. The FACES 2006 kindergarten teacher survey asked about teachers' demographic characteristics, education levels, degrees and teaching certificates, courses in child development, and years of experience teaching. Kindergarten teachers also reported on the content of centers/interest areas in the classroom, children's classroom demographics (for example, percentage receiving free and reduced price lunch and percentage of dual language learners [DLLs]), and instructional time spent on various subject matters. During both Head Start and kindergarten, teachers also reported on the frequency of

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<sup>3</sup> In spring 2008, the classroom observation protocol was changed in order to study the feasibility of training, certification, field administration, and quality assurance procedures on the full CLASS. All three domains from the CLASS were assessed, while the ECERS-R and Arnett were not used. A sample of 147 classes attended by FACES 2006 children (4-year-old children attending a second year of Head Start) was observed. The spring 2008 observation sample was not designed to support national estimates of Head Start classrooms. Instead, the goal was to learn as much as possible about what is required to prepare for and conduct the full CLASS in Head Start classrooms.

mathematics and language- and literacy-oriented activities and overall behavior of children in the classroom.

### **1. Administration of Head Start and Kindergarten Teacher Interviews**

FACES 2006 interviews with Head Start teachers were conducted in person using computer-assisted interviewing (CAI) in both fall and spring. Kindergarten teachers completed interviews in spring via web-based questionnaires but had the option of completing a paper-and-pencil version.

### **2. Teacher Background**

Across earlier FACES cohorts in general, children's achievement levels and fall-to-spring gains were more closely related to demographic and socioeconomic characteristics of their parents than to choice of curriculum, teacher qualifications, or observed measures of classroom quality. Average teacher salary levels in a program, which is a measure of program resources, have been consistently related to gains in measures such as letter knowledge and cooperative behavior (ACF 2003; Zill et al. 2005). Head Start teacher characteristics, a class of structural factors related to child care quality, include education, training, and reasons for providing child care. The FACES 2006 teacher interview asked about the classroom teacher's experience (such as, "number of years teaching in Head Start"), educational background ("what is the highest grade or year of school completed?"), credentials (Child Development Associate or CDA), salary, and demographics (age, gender, race/ethnicity). With the exception of salary, kindergarten teachers provided the same information.

### **3. Learning Activities and Curriculum**

A teacher's influence in the classroom is evident through a variety of learning materials used to stimulate both fine and gross motor development, creative and dramatic play, language and literacy, mathematics and science skills, and appreciation of cultural diversity. Teachers in high-quality classrooms adopt a planned approach as exhibited in classroom schedules with small-group activities

and opportunities for individualized discovery learning through free play and structured activities in a “calm but busy” environment.

The classroom activities and stimulating environment provided by the teacher can have both direct and indirect effects on children’s development. The FACES 2006 Head Start teacher interview included several questions on these direct and indirect effects. For example, teachers are asked to report on learning activities scheduled in their classroom, the amount of time they spend on teacher-directed and child-selected activities in a typical day, and children’s participation in various reading/language arts and math activities. Teachers also responded to a series of questions on whether they relied on a principal curriculum to guide classroom activities and if they received training in its use. Further, they reported on how they assessed the children’s level of achievement and progress over the Head Start year. Similarly, the kindergarten teacher interview captured how often the children participate in various reading/language arts and math activities and how much instruction time is focused on those and other activities.

The Head Start teacher interview also captured languages spoken by staff. Head Start’s program performance standards require support of children’s progress in learning their home language while recognizing the cultures represented in the classroom. The Head Start teacher interview asked teachers about the languages used for classroom instruction. Kindergarten teachers also reported on the languages used for instruction in the classroom.

#### **4. Classroom Environment**

Factors such as group size and child-adult ratio can indirectly affect the child’s experience in the classroom by influencing the availability of stimulating resources and determining teacher behavior as a director and facilitator of the child’s learning (ACF 1998; ACF 2003). With more children and fewer adults in a classroom, the teacher is less able to give a child individual attention, prevent negative behavior, or create opportunities for learning during the course of children’s play.

The research literature provides persuasive evidence for the important contribution of structural factors to children's outcomes in early childhood classrooms (Hayes et al. 1990; NICHD Early Child Care Research Network 1998, 2000; Shonkoff and Phillips 2000; Whitebook et al. 1989; Zaslow 1991). Questions in the FACES 2006 Head Start teacher interview assessed group size, classroom staffing, rate of absenteeism, and overall behavior of children in the classroom. With the exception of absenteeism, kindergarten teachers reported on the same items.

## **5. Teacher Beliefs**

Teachers' knowledge and beliefs about best teaching practices for early childhood education may also affect classroom quality and the type and number of learning activities for children. In FACES 2000, teachers' beliefs and knowledge about early childhood development were found to be a conduit between their educational levels and observed classroom quality. The higher a teacher's degree, the higher the scores on the beliefs scale and the observed quality of his/her classroom (ACF 2003). The assessment of Head Start teachers' knowledge and beliefs about early childhood education practices in FACES 2006 was based on 15 statements representing opinions on how Head Start children should be taught and managed (Burts et al. 1990). Two statements posit that "Head Start classroom activities should be responsive to individual differences in development" and "Students should work silently and alone on seatwork." The Head Start teacher indicated whether and to what extent he or she agreed or disagreed with each statement based on a five-point Likert-type scale (1 = "strongly disagree"; 5 = "strongly agree"). These items were not asked of kindergarten teachers.

## **6. Teacher Mental Health**

Teachers play an important role in children's lives, and self-reports of mental health provide critical information about the environment of head start classrooms and teachers' interactions with children. In fact, research has documented links between teacher psychological well-being and the

quality of care children receive (Gerber et al. 2007). Therefore, FACES 2006 included the short (12-item) form of the Center for Epidemiologic Studies Short Depression Scale (CES–D) in parallel with the mental health items asked of parents. This form (Radloff 1977; Ross et al. 1983) determined levels of depressive symptoms among Head Start teachers. In FACES 2006, most Head Start teachers did not report elevated depressive symptoms in the fall of 2006, although nine percent reported moderate levels of depressive symptoms, while another five percent reported symptoms of severe depression (Tarullo et al. 2008). These items were not asked of kindergarten teachers.

## **7. Parent Involvement**

One type of interaction that affects the quality of early childhood programs is the relationship between parent and teacher. Communication between them, as well as agreement in child care practices, has been related to child outcomes. In particular, the degree of “attunement” between the child care practices at home and those delivered in alternative environments has been shown to be an important factor in child outcomes (van IJzendoorn et al. 1998). FACES 2006 assessed how often Head Start teachers met with parents, what took place in those meetings, and what input parents offered for the curriculum. These items were not asked of kindergarten teachers.

## **8. Planning and Assessment**

As in prior FACES, the 2006 survey asked Head Start teachers about their autonomy in daily instruction planning and whether they have daily written plans. They also were asked to describe their main assessment tool, its use in planning, and the frequency of assessment. These items were not asked of kindergarten teachers.

## **9. Child Nutrition and Activity Levels**

Recognizing that teachers are another source of information about children’s eating behaviors and activity levels, specifically within the Head Start classroom, FACES 2006 introduced a new set of items on nutrition and activity. Head Start teachers were asked about the availability of outdoor

play space available and the amount of time children spent outdoors during the school day, and whether children consumed sweetened beverages as part of meals or snacks at the Head Start site. These items were not asked of kindergarten teachers.

## **10. Professional Development and Program Management**

Teachers' ongoing professional development ensures currency of practice. For FACES 2006, Head Start teachers provided information about staff training (for example, frequency, who conducts the training, and format). In addition, teachers responded to 12 statements about program management, all of which relate to the climate encountered by teachers (for example, "Your Head Start program helps teachers feel good about their jobs"; "...ensures that teachers do not feel isolated"; and "...has timely delivery of materials for use in the classroom" (Lambert et al. 1997). Teachers indicated whether and to what extent he/she agreed or disagreed with each statement in a five-point Likert-type scale (1 = "strongly disagree"; 5 = "strongly agree"). These items were not asked of kindergarten teachers.

## **F. Head Start Staff Interviews**

Interviews with Head Start staff provide important information about the extent and quality of program services for families and children and about quality improvement efforts (for example, teachers' professional development opportunities). Program directors were interviewed in summer 2006 in conjunction with initial program contacts. Center directors and education coordinators completed questionnaires in fall 2006.

### **1. Administration of Staff Interviews**

Interviews were conducted with each program director by telephone. Interviews with center directors and designated education coordinators were conducted using paper-and-pencil instruments.

## **2. Program Director Interview**

Program directors were interviewed by telephone during the initial recruitment phase with programs in summer 2006. They were asked to confirm information from the most recent version of the Program Information Report (PIR) submitted by their agency, such as the number of centers and classrooms per site, the number of children ages 3–5 served by the program, the percentage of families for whom English is not the home language, and program auspices.

In addition, program directors were asked about the nature of their relationships with the training and technical assistance provider in their region, curriculum or curricula used in their program, and methods of child assessment. The program director interview also covered teacher education initiatives, including the types of assistance offered to staff members working toward a college degree, CDA, early childhood certification, or family services credential. Finally, they were asked about their educational background and experience, level of satisfaction with their current position, and the overall view of the Head Start program, including how its services can be improved.

## **3. Center Director Interview**

The center director interview collected detailed information on the characteristics of Head Start programs and the challenges they face. It covered organizational and procedural issues in providing children with the environments and activities designed to improve their emergent literacy, numeracy, and language skills. Information from the interview can help improve the services Head Start provides to children and families, as well as the technical assistance and training it provides to its program staff.

Data from the FACES 2006 center director interview provided Head Start with a comprehensive understanding of how the program serves families. Topics covered included the collaboration and coordination of kindergarten transition activities; curriculum development and articulation issues; staffing, including the number of currently employed lead teachers, newly hired

staff, and unfilled positions; challenges of staff recruitment and retention; family and child enrollment, retention, and recruitment; child assessment; staff training and technical assistance; and program development issues.

The interview also covered teacher education initiatives, including the types of assistance offered to staff members pursuing a college degree, CDA credential, or early childhood certification. It collected administrative information about staff training (for example, frequency, who conducts the sessions, and format). Other questions focused on interactions with the Head Start Training and Technical Assistance network and what additional topics could be covered. Data was also collected on parent involvement in the program, including the types of positions and activities for parent volunteers, their active involvement in decisions about center policies and operations, and the challenges that might arise in that collaboration. Some questions were asked specifically about the involvement of fathers and the incentives offered to them for participating in Head Start activities. In addition, there were questions to determine whether Head Start programs linked parents with social service agencies, health care services, and child care.

Several questions were asked about available program slots and possible expansion, addressing issues such as how to deal with limited space for families who want to enroll in Head Start, whether or not there was a waiting list, and, if so, procedures for selecting children from that list. In addition, questions were asked about implemented program expansion (in terms of slots, classrooms, teachers, or program components).

Curriculum and assessment were also included in the interview with the center director. Questions addressed specific curricula and types of learning activities the center director encouraged teachers to emphasize in their classrooms. Center directors were also asked how their teachers assessed the children's level of achievement and progress during the Head Start year.

Just as in the teacher and education coordinator interviews, the center director responded to 12 statements about program management, all of which related to the climate encountered by teachers

(for example, “Your Head Start program helps teachers feel good about their jobs”; “. . . ensures that teachers do not feel isolated”; and “. . . has timely delivery of materials for use in the classroom” (Lambert et al. 1997). The center director indicated whether and to what extent he or she agreed or disagreed with each statement in five-point Likert-scale responses (1 = “strongly disagree”; 5 = “strongly agree”).

Home visits, including frequency and staffing, were other topics covered by the center director interview. The center director reported on the roles and activities of family service workers and on their assistance to ease the child and the family’s transition to kindergarten. Finally, the interview inquired about demographic and educational background information, along with the director’s overall view of the center, including how its services could be improved.

#### **4. Education Coordinator Interview**

The education coordinator interview gathered information to assess whether Head Start programs support teachers in providing developmentally appropriate educational environments and to understand how the programs work with parents and children. The interview collected detailed information on the characteristics of Head Start programs and the challenges they face and the attitudinal, organizational, and procedural issues involved in providing children with environments and activities designed to improve their emergent literacy, numeracy, and language skills. Information from the education coordinator interview can contribute to an understanding of the services Head Start provides to children and families and the technical assistance and training it provides to its program staff.

The interview collected information on what the coordinator considers his or her three major responsibilities within the Head Start program, what type of training they received and how often during in the past year, and the three types of training that he/she considered most important.

Administrative questions regarding staff training (for example, frequency, who conducts the training, and format) were also asked.

Questions were asked about specific program curricula and the types of learning activities teachers were encouraged to emphasize in their classrooms. Data on methods for measuring children's level of achievement and their progress during the Head Start year were also collected.

Just as with the teacher and center director interviews, the education coordinator responded to the same 12 statements about program management, all of which related to the climate encountered by teachers.

The education coordinator's knowledge and beliefs about appropriate teaching practices for early childhood education may affect classroom quality and the types and number of learning activities the program provides to its students. Their choice of curriculum and training, as well as the tools he/she recommends to teachers, may be guided by these beliefs. Knowledge and beliefs about early childhood education practices are assessed through 15 statements representing opinions on how children in Head Start should be taught and managed (Burts et al. 1990). Since these same items are posed to the teacher, a comparison of the teacher and education coordinator responses can provide further context for the educational environment provided to the children.

Finally, the interview asked for demographic and educational background information, along with the education coordinator's overall view of the program, including how its services can be improved.

## **G. Data Collection Schedule and Periodicity**

As noted earlier, FACES 2006 collected data at four time points over a 33-month period beginning in the fall of 2006 and ending in the spring of 2009. In Table VII.3, we present information on the data collection components by wave.

**Table III.3. Summary of Data Collection Components, by Wave**

	Fall 2006	Spring 2007	Spring 2008	Spring 2009
<b>3-Year-Old Cohort</b>	Child in Head Start		Child in Head Start	Child in Kindergarten
Direct Child Assessment	X	X	X	X
Parent Interview	X	X	X	X
Teacher Child Report	X	X	X	X
Teacher Interview	X	X	X	X
Classroom Observation	X	X		
Center Director Interview	X			
Education Coordinator Interview	X			
<b>4-Year-Old Cohort</b>	Child in Head Start		<i>Child in Kindergarten</i>	
Direct Child Assessment	X	X	X	
Parent Interview	X	X	X	
Teacher Child Report	X	X	X	
Teacher Interview	X	X	X	
Classroom Observation	X	X		
Center Director Interview	X			
Education Coordinator Interview	X			

## **IV. DATA COLLECTION PROCEDURES AND RESPONSE RATES**

Each wave of the FACES 2006 data collection involved multiple respondents and the use of several instruments. During the years that children in the study were attending Head Start, data collection was especially complex. To accomplish the required tasks needed to prepare for and conduct visits to Head Start programs across the U.S., a team approach to data collection was used. It was also necessary to develop a set of standardized procedures and to train field staff in their use uniformly across all data collection sites. In this chapter, we describe (1) Mathematica's approach to collecting the FACES 2006 data, (2) training of field staff prior to beginning data collection, (3) procedures that were followed to complete data collection in each Head Start program, and (4) outcomes of these efforts expressed as response rates.

### **A. Team Approach to Data Collection**

Data collection was accomplished through a team approach that began with eight FACES coordinators gaining the cooperation of the Head Start program and center staff, and arranging task details with the person the program designates as an on-site coordinator (OSC). FACES coordinators worked with the OSCs to customize a data collection plan specific to each site depending on the length of the program week and day, space availability for conducting assessments, and children's nap times and mealtimes. The FACES coordinators also worked with the OSCs to obtain rosters for the selected participants in the study and obtain parental consent. Once all advance arrangements had been made, field staff teams of four to seven people each were assigned the task of visiting the programs and conducting all child assessments, interviews, and in the spring of the Head Start years, classroom observations. The field staff worked under the direction of the two Mathematica field supervisors, who reported directly to the FACES survey director.

Field staff team members had specific roles during the data collection (see Table IV.1). Each team had a leader with Head Start familiarity, was trained to oversee scheduling and productivity at

each site, administer interviews to program directors, center directors, and education coordinators (fall 2006), and teachers, and conduct classroom observations (spring 2007). Other team members included an additional observer in spring 2007 (also designated as “assistant team leader,” and trained to administer assessments and provide backup for the team leader) and two to five assessors.

**Table IV.1. Summary of Team Member Data Collection Roles**

	Classroom Observations	Staff Interviews	Child Assessments	Parent Interviews
Team Leader	✓	✓	✓	✓
Assistant Team Leader	✓	✓	✓	✓
Assessor/Interviewers			✓	✓

In order to maximize flexibility in scheduling, each team visited seven or eight programs during each week of the 10-week field period. Data collection teams were customized for each wave and week of the process based on program location, the number of bilingual FACES children to be assessed, number of staff and parent interviews, and whether classroom observations were to take place. Table IV.2 shows the number of staff certified for data collection in each role at each round of data collection.

**Table IV.2. Number of Staff Certified in Each Role**

Data Collection Round	Number of Team Leaders Certified	Number of Assistant Team Leaders Certified	Number of Assessor/Interviewers Certified
Fall 2006	9		50
Spring 2007	10	10	37
Spring 2008	10		55
Spring 2009	10		25

Teams were assembled to cover broad geographic regions and spend considerable time on the road. The criteria for selecting field staff stressed assessment experience with children, interpersonal skills, and the ability to multitask and work in a flexible team environment. In addition, field staff were expected to secure the cooperation of center staff and parents and be able to locate parents

who had moved. A large number of FACES children and parents speak Spanish as their primary language; therefore, special efforts were made to recruit Spanish-speaking bilingual field staff.

## **B. Field Staff Training**

In this section we discuss the goals of team leader and field staff training and the specific training they received in preparation for the fall 2006 and spring 2007, 2008 and 2009 waves. A full training of team leaders and assessors was held in fall 2006, and in spring 2007 we held a training session for a small number of new FACES staff. We also conducted a train-the-trainer session for team leaders so that they could conduct local on-site refresher trainings for returning staff. Team leaders and assistant team leaders were also trained to conduct observations in spring 2007. Refresher training for returning staff was conducted in 2008 and a training session was held for a small number of interviewers who joined the team because of attrition. In spring 2009, a mini-refresher training was held for half of the staff, all of whom had worked on previous waves of FACES 2006.

### **1. Training Goals**

FACES data collection was multifaceted, and so a key goal of training was to ensure that a broad spectrum of tasks was mastered. The aim in training field staff was to ensure that trainees achieved the following skills:

- Fluency in the study goals and design and the sample rationale so that they could respond to questions from program staff and parents.
- Proficiency in the specific techniques required to carry out their assignments, such as administering certain assessments, observations, and interviews.
- Ability to use all the computer systems for entering and transmitting data and for administrative record keeping.
- Mastery of FACES field techniques, including contacting and consent procedures, interviewing techniques, refusal avoidance and conversion, safety, record keeping, and maintaining confidentiality.
- Ability to work smoothly and seamlessly with team members and the OSC.

All field staff were trained in techniques for working with reluctant or overly active children. If staff were being trained as observers, they were required to demonstrate the ability to be unobtrusive while remaining highly observant. Trainees also needed to be sensitive to issues raised by collecting information from children and parents with special needs and from English-language learners. To determine whether goals were met, training included brief quizzes, observations of practice sessions, and skill certifications.

## **2. Fall 2006 Training**

For the fall 2006 data collection, carefully constructed training guides were used to conduct training of team leaders and assessors/interviewers led by experienced project staff. A week before the sessions, all trainees received a home study manual that introduced them to the project and explained their roles. The advance materials also contained “scavenger hunt” tests to ensure that trainees reviewed the material carefully. Another test covered each component of the study. These tests were used as part of the introductory discussions for each area (interviews, assessments, and interviewer observations and ratings), as well as for the initial project discussion. Training for the first round of data collection took place in mid-August 2006 and consisted of two back-to-back sessions. The first session was for the team leaders and covered management of the project and staff interviews. The second included all team members and covered working together as a team, step-by-step administration of child assessments, and conducting parent interviews using computer-assisted personal interviewing (CAPI). Each session started with an introduction to Head Start and to FACES. Training included the administration of all measures as well as use of laptop computers to enter and transmit data and to perform administrative reporting. Members of the Mathematica project team led the training segments for the assessments and for the parent interview. FACES coordinators assisted the lead trainers.

**Team leader training.** All team leaders attended a one-and-a-half-day session that emphasized effective teamwork and covered the administrative responsibilities related to coordinating with the OSC, scheduling team activities, managing the team, and reporting to the field supervisors. It included group discussions and practice with the field management software used to facilitate management of the team's activities. Team leaders were also trained to administer the electronic and paper-based staff interviews. Trainers reviewed the instruments section-by-section with the trainees and reviewed definitions of key concepts so that team leaders would be able to answer questions in the field. Trainees practiced the interviews in pairs, with trainers monitoring the mock interviews to ensure that trainees were comfortable with the content and procedures.

Team leaders were also trained in effective follow-up procedures, including helping teachers complete Teacher Child Reports (TCRs) using the web-based option. During data collection, each Head Start teacher was asked to complete approximately 10, either using paper-and-pencil or the web-based report, one for each of the selected children for whom we had obtained parental consent. Teachers self-administered the TCRs, but the team leaders were responsible for checking in with the teachers to see if they required any help with the process.

**Child assessment training.** All team members were trained to conduct child assessments. Administering assessments to preschool children required a comprehensive training approach that included a section-by-section and item-by-item discussion of the assessment measures, paired practice, and certification. By the end of training, which lasted a total of five days, the assessors had mastered the skills necessary to screen children for language ability, administer the assessment battery, work with children at different levels of development, English-language learners, and children with disabilities, and to work with other members of the team to coordinate activities.

As a part of their home study, prior to training, trainees were given a DVD with an example of a direct child assessment conducted by a trainer with a 4-year-old child. The video demonstrated the administration of each item and the flow of a complete assessment. During training, trainees

discussed the videotaped administration: how the materials were used, how the model assessor presented each item to the child, and how items were scored. Trainers described each instrument item-by-item, and pairs of trainees practiced with the assessment materials before moving on to the next section.

All direct child assessments for FACES 2006 were administered with the aid of a laptop computer. Assessors learned how to use the assessment easel and computer in tandem and were given several opportunities to practice their new skills.

Particular attention was given to assessing children with special needs and with limited English proficiency, as well as managing interruptions and interference. Trainers presented trainees with situations encountered by assessors working on other projects and then asked how they would proceed. Drawing from the work project staff had done on other studies, trainees were also instructed about a standard set of approved modifications to assessments developed to accommodate children with special-needs children or disabilities, and were provided a list of conditions for which assessments were not possible, regardless of modifications (for example, severe visual impairment). Assessors were trained to work with Head Start staff to identify children who required such accommodations and to document any adaptations that were made to accommodate children with special needs or disabilities.

**Parent interview training.** All team members were trained to conduct parent interviews. The one-and-a-half day training session included the goals and background of the parent interview, a review of using CAPI, instruction on interviewing techniques, a question-by-question review of the instrument, and paired practice administering the interview. By the end of training, each interviewer was required to demonstrate proficiency through successfully conducting mock interviews with the trainer and other trainees.

Field staff were not always able to complete all the parent interviews during the one-week visit to a Head Start program. Interviews not completed in the field were transferred to Mathematica's

Survey Operation Center (SOC) to be completed by trained telephone interviewers. All telephone interviewers received Mathematica's standard 12 hours of general and computer-assisted telephone interviewing (CATI) training, which covered general telephone interviewing techniques as well as the use of CATI and telephone equipment. The telephone interviewers also received an additional 12 hours of training on the FACES parent interview, similar to the field staff, including an overview of the study and a question-by-question review of the instrument.

**Bilingual staff training.** Each data collection team had at least two bilingual members who spoke English and Spanish. Bilingual staff administered the child assessments to children whose primary home language was Spanish and conducted the parent interview in Spanish when needed. They attended additional training sessions over two days to learn the Spanish parent interview and Spanish assessments. During these sessions, Spanish-speaking trainers reviewed the Spanish versions of these instruments, and the trainees practiced their Spanish administration in pairs. Bilingual staff were certified on both the English and Spanish instruments.

**Administrative reporting.** FACES 2006 relied on a computerized system to track the progress of the field operations and the status of each instrument and case. All members were instructed on the use of this system and about the importance of regular, timely transmission to Mathematica. These transmissions send data from completed assessments and interviews to Mathematica and provide team members with up-to-date information on the status of the sample in their programs.

**Certification of assessors.** Proficiency with the child assessment protocol was critical for collecting valid and consistent data. Assessors were required to administer the assessment to a 3- or 4-year-old child<sup>1</sup> on the last day of training under the close observation of a member of the project

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<sup>1</sup> Bilingual trainees were also certified on the Spanish assessment measures by conducting the assessment in pairs, with one trainee using a Spanish language script to provide responses. Bilingual trainers observed using a bilingual certification form, which parallels the English form.

training team who acted as a certifier. The certifiers were trainers and assistant trainers who had been certified as “gold-standard” assessors by the senior survey director or survey director during a two-day training in July 2006.

During field staff training, the certifiers completed a standard certification form that rated trainees on technical aspects of the assessment, as well as rapport and fluidity. Trainees were required to meet a certification standard that exceeded 90 percent, receiving 398 of the possible 430 points on the certification form. Any trainee who did not meet this standard was asked to practice the assessment at home after the training and was sent a video camera to record an assessment with an age-appropriate child. The assessor submitted the video to Mathematica for review by a member of the training staff, who used the same certification criteria and form used during the training. Trainees who met the standard after submitting a videotape received a provisional certification.

For assessors with provisional certification, one of Mathematica’s quality assurance staff observed and rated their first assessment with a FACES sample child. It was only after they passed the in-field certification that they were considered certified to continue assessing the FACES children. Six of the 60 trainees were asked to submit a video; five did so and passed at this second stage. The remaining trainee did not work on the project. In all, 60 field staff were trained and 59 were certified and went on to successfully complete their FACES 2006 assignments.

**Certification for various types of interviews.** The FACES team members conducted parent and teacher interviews using CAPI and interviews with center directors and education coordinators using paper and pencil. As part of training, team members who conducted the parent interviews took part in semi-scripted mock interviews monitored by training staff. This demonstrated whether or not the interviewer could properly conduct the interview—read the questions as worded, answered questions respondents raised, recorded responses accurately, and avoided using leading probes. Interviewer errors during the mock session were assigned a point value based on the severity of the error. For example, probing errors or major script deviations were two point errors, minor

script omissions were one point. To be certified on each instrument, interviewers must have received fewer than 15 error points during the mock interview. The same procedure was used to evaluate proficiency conducting staff interviews. All team leaders and assistant team leaders were certified on these instruments during the August training.

### 3. Spring 2007 Training and Subsequent Years

The approach to field staff training for spring 2007 differed from that conducted in fall 2006. Two factors contributed to this change. First, in spring 2007, field staff had already completed nearly three months of intense field work that involved administering the same set of instruments to be used in later waves (with some modifications). Second, the spring 2007 data collections included a new component—the classrooms attended by the study children were observed to obtain measures of classroom quality and instructional approaches. Below, we describe both the refresher training that all team members were required to complete prior to the start of the spring 2007 field period, the attrition training we conducted for assessors new to FACES 2006, and the classroom observation training that team leaders and assistant team leaders of each of the eight teams attended.

**Spring 2007 refresher training.** Except for training on classroom observations for team leaders and assistant team leaders, the spring 2007 training consisted of reinforcing skills for experienced field staff. Team leaders attended a two-day train-the-trainer session in Washington, DC in March 2007. The training was conducted by the FACES survey director and focused on reminding staff of child assessment procedures, wording, and gesturing. Team leaders were also refreshed on the parent interview and instructed on its new sections for the spring round. Team leaders were also given mock parent interviews to practice. The train-the-trainer session concluded with certification training for team leaders. Gold standard project staff recertified the team leaders on the child assessment while they conducted a scripted mock child assessment in pairs. Team

leaders were recertified on the child assessment using the same certification form and criteria used in fall 2006. All 10 of the team leaders passed certification.

**Classroom observer training.** Following the team leader refresher training, 10 assistant team leaders joined them for classroom observation training. Half of the 20 attendees had experience conducting some type of classroom observations and had used two of the three observation instruments to be used in spring 2007—the Early Childhood Environment Rating Scale (ECERS-R) and the Arnett Scale of Caregiver Behavior. The third instrument, the Classroom Assessment Scoring System (CLASS), was new to all observation staff. Team leaders and assistant team leaders attended a seven-day training session on the FACES observation measures. Training on the observation measures followed a regimen Mathematica established for the Early Head Start Research and Evaluation Project and used in several subsequent studies. Training involved classroom presentations, quizzes, and practice in classrooms. Training also included lectures on the components of each item in the observation measures, discussions of how to score more difficult items and not easily observed items, and a review of how to conduct an observation. The trainees conducted the observations using paper-and-pencil instruments and were trained to enter data into laptop computers.

Observers received a one-and-a-half day classroom training on the ECERS-R followed by a half-day training on the Arnett scale and classroom observation protocol. Following this, gold standard trainers and groups of four trainees visited two preschool classrooms on subsequent days. The first day allowed trainees to practice scoring the ECERS-R and Arnett and the second day established reliability on these two observation tools. The first practice observation visit ended with the groups discussing their scoring in detail and determining a consensus score for each item in the observation battery. Smaller groups discussed discrepancies and troubleshoot problems identified by trainees. After the small groups met, the entire group of trainees reconvened, and each group

presented areas it found unclear or otherwise problematic and offered interpretations of the scoring for these items.

ECERS-R and Arnett Observer certifications were also conducted on the second day. A small group of trainees and the gold standard observer trainer conducted a preschool classroom observation and recorded all scores on a reliability scoring sheet. The trainer's observation score was considered the gold standard score for certification. Only when a trainee matched the gold standard score, plus or minus one point for 80 percent of the items, was the score considered reliable and the staff certified to conduct the classroom observations in the field. When scores did not match, the group discussed the reasons for divergent scores. However, only the originally recorded scores were used for reliability certification. Scores resulting from the post-reliability discussions were used for instructional purposes only. Two of the 20 observer trainees who did not meet the reliability standard for the ECERS-R received an additional opportunity to meet the certification standard.

Observation trainees were next introduced to the CLASS observation measure and received one-and-a-half days of classroom training on the instructional support domain. CLASS training was developed by the publishers and was based on observation of videotaped classroom vignettes. After a lecture presentation, trainees viewed and coded five 20-minute segments. After each segment, trainees were given 10 minutes for coding and then scores were discussed. Trainees were given the master codes and justifications provided by the publisher. After the five practice vignettes, trainees viewed and coded five 20-minute reliability vignettes and followed the same procedure as the videotaped segments. Trainees who did not meet the certification criteria of 80 percent agreement within one point of the master codes across the five vignettes received additional training and were given three more vignettes to observe and code. After this second reliability try, one trainee still did not meet the certification criteria and was given two more video vignettes to observe and score. All 20 trainees passed the video certification by the third attempt, as allowed by the publisher.

Following the CLASS instruction, trainees were then given an opportunity to practice scoring the instrument in a preschool classroom. In groups of four, three trainees, accompanied by a gold standard observer, conducted four 20-minute observation cycles followed by 10 minutes for coding. After the observation, trainees returned for discussion and compared their codes against those recorded by the gold standard. Three of the 20 trainees did not pass in-field observation and were given an additional opportunity to do so on the last day of observation training.

The trainees were given the opportunity to put all of their new skills together in the classroom environment on the last day of observation. Groups of three trainees and a gold standard trainer conducted all three types of observations in a preschool classroom. The trainees who had not previously passed the ECERS or in-field CLASS certification were given a final chance to meet the certification standards. Nineteen of the 20 trainees met these standards. One trainee did not pass the in-field ECERS certification on this second attempt. This trainee was given additional help from a gold standard trainer and conducted a paired reliability certification on her first field observation visit with a gold standard trainer and was certified to collect observation data in the field.

**Attrition training for new staff.** Because most of the fall field staff returned, only five new members were trained for the spring 2007 data collection. This training was conducted simultaneously with the team leader training by the deputy survey director. New field staff came for a four-day training that followed the fall 2006 model. New assessors were required to administer the assessment to a 3- or 4-year-old child on the last day of training. Certifications were conducted by team leaders under the close observation of a member of the project training team. Team leaders certified the new staff using the same certification criteria and certification form used in previous trainings. Certification standards required that new trainees exceed 90 percent on the certification form, receiving 398 of the possible 430 points. All five new staff passed the child assessment certification.

**Local Refresher Trainings Conducted on-site by Team Leaders.** During the train-the-trainer session, team leaders were given an agenda and scripts to use to conduct the refresher training for returning assessors and assistant team leaders. Each session was conducted locally the Sunday before the first week of data collection. The refresher training focused on reminding assessors of the paths that could be followed in the child assessment and the proper gesturing. Assessors were given mock assessments for practice. Team leaders also refreshed returning team members on the parent interview, focusing on how to make changes to the household roster. New sections of the parent interview for the spring round were also discussed including questions about satisfaction with Head Start and where children would be attending school the following year. Team leaders certified all of the returning assessors before the beginning of data collection on both the child assessment and the parent interview; returning assessors worked in pairs using mock scripts, while the team leaders certified them using the same certification forms previously used at training. The certification criteria for the child assessment were the same as fall 2006, trainees were required to meet a certification standard that exceeded 90 percent. That is, they must have received 398 of the possible 430 points on the certification form completed by the team leader. Certification on the parent interview was also the same—staff needed to receive fewer than 15 error points during a mock interview to be certified. All 42 of the returning staff met the certification criteria on site.

**Telephone Interviewer Training.** In spring of 2007, parent interviews were primarily conducted using CATI. All telephone interviewers received Mathematica’s standard 12 hours of general and CATI-specific training, which covered general telephone interviewing techniques as well as use of CATI and telephone equipment. They also received 12 hours of training on the FACES parent interview that included an overview of the study and its goals, information on the study population, and a question-by-question review of the parent instrument. Before beginning the telephone interviewing in the field, trainees practiced the telephone interview in pairs using mock scripts.

#### 4. Spring 2008 Training

In spring 2008, a larger training than the previous year was conducted to account for staff attrition and the addition of the home-based kindergarten component of the data collection.<sup>2</sup>

The spring 2008 training was complex in that two groups of staff were trained. First, because of attrition from the previous spring, 19 new assessors were trained. They followed the same four-day training plan for child assessments and parent interviews described above for the new field staff in spring 2007. Similar to the fall 2006 training, the new field staff training culminated in a certification day where trainees were certified by conducting an assessment with a 3- or 4-year-old child while a gold standard member of the training staff completed the certification form. Certification criteria remained the same as in previous waves with trainees needing to achieve 90 percent or better on the certification form.

The second group attending the spring 2008 training was the 10 team leaders and 36 returning assessors (no assistant team leaders were needed in the 2008 round). They received a one-day refresher training session on the child assessment and parent interview and were certified in a mock child assessment on the second day, which was conducted in pairs. A member of the training staff certified the assessors using the same certification form used in previous round with a score of 90 percent or better as the passing criteria.

All field staff attended a two-hour session on field locating which included strategies for finding parents for whom we did not have current phone numbers, and a discussion on conducting child assessments in the home versus the Head Start center.

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<sup>2</sup> In the spring of 2008, a pilot test of the full CLASS observation measure was conducted. The 10 team leaders were trained on the CLASS and conducted observations in 146 classrooms. The training, data collection, and findings from this pilot study are included in separate report.

## **5. Spring 2009 Training**

In spring 2009, with only the 3-year-old cohort left in kindergarten, only half the assessors were needed for data collection. Thus, 35 of the spring 2008 field staff, including the team leaders and assistant team leaders, were invited back to attend a two-day refresher training on the child assessment, parent interview, and locating techniques. All field staff were certified on the child assessment and parent interview in pairs using scripted mocks while observed by a gold standard trainer. Certification criteria remained the same as in previous trainings; a minimum score of 90 percent on the child assessment certification form was required. All 35 returning staff met this criteria.

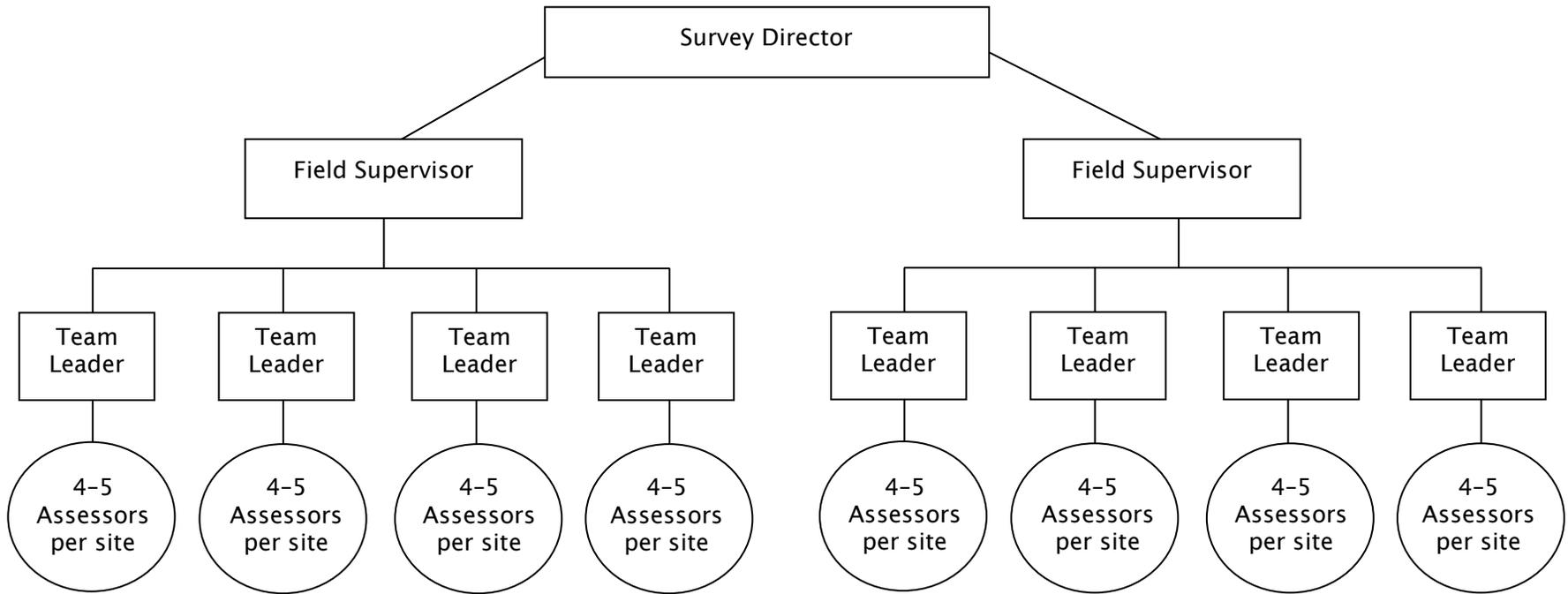
## **C. Planning and Conducting the Site Visits**

In this section we describe the activities leading up to the FACES data collection team's arrival at the sampled program site and the procedures to be followed. The focus is primarily on the fall 2006 visits with brief update descriptions of the spring 2007, 2008, and 2009 activities.

### **1. Planning for the Fall 2006 Data Collection Visit**

Most of the planning for the fall 2006 site visits occurred in the weeks leading up to the fall data collection. This required coordination between the FACES coordinators, OSCs, Mathematica field supervisors, and team leaders. Figure IV.1 shows the structure of the project's data collection staff and the relationships between the different members.

Figure IV.1. Structure for Data Collection Staff



Planning meetings were conducted by telephone during the summer, when the OSCs and the FACES coordinators worked with Head Start programs to determine the optimal week to visit a program within the field period window. They also worked to identify a suitable location(s) for conducting the assessments and to schedule staff interviews. The OSC further helped coordinate data collection at the site by facilitating the parental consent process, tracking the receipt of consent forms, contacting sample families to let them know of their selection for the study, and scheduling the data collection activities. All of the activities culminated in a written site-specific data collection plan that was shared with the OSC, the Mathematica field supervisors, and team leaders.

After a data collection week was scheduled, the Mathematica field supervisor assigned a data collection team to conduct the site visit. The team leader, with assistance from the field supervisor, worked with the OSC to develop and refine the schedule for conducting the child assessments and for interviewing parents and Head Start staff.

The OSC let teachers know when children from their class would be assessed. The data collection team attempted to follow the schedule set by the OSC, but it was sometimes necessary to make adjustments because of child absenteeism or other unavoidable circumstances. When sample children were absent, team leaders worked with the OSC to reschedule.

Scheduling parent interviews was one of the OSC's most important and challenging assignments. The OSC worked with parents to schedule a time and to identify the language for the parent interview. In most cases, if the parent needed to be interviewed in Spanish, a Spanish-speaking interviewer was available. For a language that could not be accommodated, an interpreter outside of the Head Start program was used, or the interview was scheduled to be conducted by a member of Mathematica's SOC. To accommodate working parents, data collectors conducted interviews in the evenings and on weekends. The OSCs were given a draft form letter that they sent home to parents to confirm the appointment and they also reconfirmed by telephone the day before the appointment. Again, the data collection team attempted to follow the schedule set by the OSC,

but adjustments were necessary because of missed appointments or other circumstances. When appointments were missed, team leaders worked with the OSC to reschedule the interviews or to assign them to the SOC. Parent interviews not able to be completed during the field data collection week were also sent to Mathematica's SOC for completion by phone.

## **2. Conducting the Fall 2006 Site Visits**

For the fall 2006 data collection, site visits began in mid-September and ended in mid-November, a period of 10 weeks. The start of data collection at the 60 Head Start programs was staggered based on the start dates of the programs, so that each program was visited as close as possible to its start date. Occasionally this schedule was altered because of specific program requests. We accommodated a program, for example, that asked to move their data collection date back a week or two because the suggested schedule conflicted with the timing of their federal program review. Data collection at each program was to be completed within one week during which, on average, each team visited two Head Start centers within a program, assessed 60 children, and interviewed their parents. Team leaders also conducted two center director interviews, up to two education coordinator interviews, and six teacher interviews. In addition, they monitored the completion of 60 TCRs, self-administered on paper or on the web.

The visit to each Head Start center followed a similar schedule. When the team arrived, it first met with the OSC, who introduced the team to the center director and other program staff. The team leader reviewed the data collection plan with the OSC.

The team would arrive at the center before the children and talk to the classroom teachers to determine whether any children should be assessed at particular times or had special needs requiring accommodation—for example, children who are most alert early in the day or who should be assessed directly after snack time, or those who should wear eyeglasses when assessed.

An assessment log was used to sign out children from a classroom before they were escorted to the designated assessment area. The log permitted other team members to know, as the week progressed, which children had not yet been assessed. After the assessment, the assessor returned the child to the classroom and once again signed the log indicating that the assessment was complete and the child had been returned the classroom.

**Direct child assessments.** Ideally, the assessment was administered to each child in a room other than the classroom—a quiet environment free of distractions. Because space was at a premium in some centers, the team leader worked with the OSC during the planning phase to identify the best possible space. Each assessment took about 30–45 minutes to administer. As mentioned above, the assessor was trained not only to administer the assessment in a standardized format but also to develop rapport with the child, be sensitive to the child’s cues and needs, and to monitor the child’s emotional state. If a child was sick, tired, or upset, the session was terminated early and rescheduled for completion based on the teacher’s advice. The CAPI program allows for an assessment to be terminated prematurely and records the answers up to that point. If a second attempt is made to complete the assessment, the CAPI program returns to the spot of the previous termination. This same approach was used with children who, because of a special need, were unable to complete the assessment in a single session.

**Staff interviews.** At a time convenient for each teacher, the team leader conducted the CAPI teacher interview and then asked the teacher to complete a web-based TCR form for each sampled child, if they had not already done so. Incentive payments were given to teachers who completed the TCR form (\$5.00 per completed paper form) with an added incentive for completing it on the web (\$7.00 per completed form). To encourage teachers’ use of the web option and a timely completion, team leaders gave teachers a check for \$25 once they had completed at least one TCR. The balance of the incentives, as noted above, was mailed to teachers within two weeks of their completing the TCRs for children in their classrooms.

As part of the fall 2006 site visit, the team leader conducted interviews with the center directors and the education coordinators. In some circumstances, the assistant team leader conducted the teacher and education interviews.

**Parent interviews.** The goal was to conduct a CAPI interview with each sampled Head Start parent in person during the fall 2006 data collection visit. The OSC informed consenting parents whether or not they had been selected and then scheduled the interview at one of the selected centers. Weekend and evening appointments were scheduled to accommodate working parents, and the entire schedule was set prior to the data collection visit. Once the site visit began, the team leader assigned interviewers to the appointment slots at the various centers and tried to accommodate parents who requested the interview at another location such as their home. When necessary, the parent interview could be conducted by telephone. The OSC attempted to contact parents who missed appointments and to reschedule them at a convenient time.

When it was not possible to complete all the parent interviews within the one-week field period, there were two options for rescheduling. One was for a member of the team to stay over a few extra days to complete the outstanding interviews. A second option was for the remaining parent interviews to be completed by a telephone interviewer at Mathematica's SOC. The decision was made by the field supervisor in consultation with the survey director.

### **3. Spring 2007 Data Collection**

In spring of 2007, Mathematica staff attempted to interview all parents and assess all children who were eligible for the spring interviews by virtue of still being enrolled in Head Start at the time of the data collection. Children who left Head Start or moved to a Head Start center in a program not sampled for FACES 2006 were not eligible for the spring 2007 round of data collection. The lead teacher in each Head Start classroom containing a sampled child was interviewed again. If the teacher had been interviewed in fall 2006, they were given a brief follow-up interview. A longer

interview was conducted with teachers who were new to the study. There were no plans to conduct a second interview with the center director or education coordinator if an interview was not completed; they were not interviewed again after the fall 2006 round of data collection.<sup>3</sup>

The basic data collection procedures followed in fall 2006 were repeated in the spring 2007 wave (between mid-April and mid-June), when the sample children were at the end of their first year of Head Start. The spring 2007 data collection procedures differed from the fall in that parent interviews were conducted primarily by telephone, and classroom observations occurred.

In February 2007, the FACES coordinator reconnected with the OSC to plan for the spring activities. The coordinator discussed the best time for data collection and reviewed the sample of children and identified those who remained in the sampled center, those who transferred from the sampled center to another center within the program, those who moved to another Head Start program, and those who left the Head Start program entirely. The coordinator also reviewed the addresses and telephone numbers on file for the families and determined whether, to the knowledge of the program, there had been any changes since the fall 2006 data collection. Mathematica updated the contact information in its FACES survey management system's locating database as new information became available. SOC telephone interviewers had access to this information as well as to other locating information obtained during the fall 2006 parent interview including the name and telephone numbers of relatives and friends. With this information, interviewers unable to locate the parents were able to contact relatives or friends. When needed, SOC staff used directory assistance and online database resources to obtain updated telephone numbers. If these measures failed, a team member worked with the OSC to arrange a meeting with the parent when the child was picked up from the program or to visit the parent's home to conduct or arrange for the interview.

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<sup>3</sup>The only exception to this is if a child moves to a nonsampled center in a sampled program.

#### 4. Spring 2008 Data Collection

The spring 2008 data collection was the most challenging, as the FACES 2006 children were divided between those who were still attending Head Start (3-year-old cohort) and those who left the program and were attending kindergarten (4-year-old cohort). Those who were 3 years old at entry were eligible for this data collection if they were still enrolled in the sampled program or in kindergarten. Those who were 4 years old at entry and were eligible for the spring 2007 Head Start data collection were eligible again if they were attending kindergarten or if they remained in Head Start.

**Prefield activities.** In December 2007, FACES coordinators asked the OSCs for information on the children in the study, including those still attending the program and those who left and were attending kindergarten. In January 2008, all parents received letters reminding them of the spring data collection.<sup>4</sup> They were asked to complete and return, in a prepaid envelope, an update form supplying current information on the family's address and telephone number. For children attending kindergarten, information was collected on the child's school and kindergarten teacher's name. Mathematica made reminder calls to parents who did not return the update form, and, when possible, took the information by telephone. Letters returned as undelivered but with address updates were resent to the new address and included the same request for information about the family's telephone number and, if applicable, information on the child's kindergarten school and teacher. If the OSC did not have information on the whereabouts of the family, the parent did not return update information, and the child was no longer in the Head Start program, we sent an express-mail letter requesting the parent to call the SOC. If the information we obtained from the

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<sup>4</sup>Because of the shorter interval between the fall 2006 and spring 2007 data collections, a slightly modified approach to reconnecting with parents was used. This approach relied more on OSC support to update parent addresses and other contact information. In spring 2008, roughly one-half of the children in the study no longer attended Head Start and parents were the best source of information on the child and family's whereabouts.

parents of kindergarteners was incomplete, a locating specialist from Mathematica's SOC researched any missing information (such as school address or teacher's full name). For those parents of kindergarteners who were unable to be reached by mail or phone, we turned to the spring 2007 parent interview to determine if the parent indicated their child would attend kindergarten the next fall. The Mathematica SOC called these schools to verify children's enrollment and to get the name of the teacher to complete the kindergarten teacher interview.

**Field data collection.** For children still attending Head Start (the 3-year-old cohort), visits were arranged by the OSCs, and data collection followed the same plan as in the spring of 2007 including most of the parent interviews being conducted by telephone from the SOC. Interviewing began three weeks before the start of the field data collection. Some interviews with parents of Head Start children were completed during the in-field data collection week and those not reached before or during the in-field collection were sent back to the SOC for continued contact.

Approximately half of the sampled children who left Head Start to attend kindergarten (the 4-year-old cohort) were dispersed to many schools. The parent interview for kindergarten parents could be conducted by telephone or in person, but our preferred approach was by telephone before the on-site data collection week. The assessments of kindergartners were conducted at the child's home, the Head Start center the child had attended, or in a public building such as a library. If the parent interview was not complete at the time of the in-home child assessment, the assessor would ask the parent to call into the SOC to complete the interview by telephone, if possible, or the interviewer could conduct the interview in person if time permitted. For parents that could not be reached by phone prior to data collection, a field interviewer was sent to their home to attempt the child assessment and parent interview. Field interviewers also left "sorry I missed you" cards at homes with their cell phone numbers and the SOC call-in number for families not at home. Parent interviews not completed before or during the on-site data collection week were returned to the SOC for telephone follow up.

Beginning in April 2008, kindergarten teachers were sent an advance letter explaining the study, a prepaid incentive of \$25, the parental consent forms for each FACES child in their classroom, and the website address for completing the teacher survey and TCR forms online, and a paper version of the forms. Teachers were also given a toll-free number to call in order to complete the questionnaire and TCR forms by telephone. We monitored teacher responses to the mailings and followed up as necessary, first by mail and then by telephone, with teachers who did not respond. Because we relied in large part on the spring 2008 parent interview to identify a child's kindergarten teacher and school, the response rates for the kindergarten teacher survey and TCRs lagged behind the parent interview. Additionally, some of the school districts began closing in mid-May. At the end of June, more than one month after data collection ended, we had identified 680 kindergarten teachers and received completed teacher interviews from 60 percent (or 405 teachers). They had completed 529 TCRs, representing 48 percent of the sampled children identified as attending kindergarten in 2008. In order to gain responses from as many kindergarten teachers as possible and to obtain completed TCRs, we allowed teachers to continue completing the web-based instrument and to mail us hard copy questionnaires throughout the summer months. In August of 2008, as fall of the school year was beginning, we resent the web address and hard copy documents to all nonresponding teachers asking them to retrospectively complete the information on the children who had been in their kindergarten class the previous year. Data collection continued through the end of October, at which time we had received 496 completed kindergarten teacher surveys (73% of those identified), and 646 TCRs (59 percent of the children who were identified as attending kindergarten in spring 2008).

## **5. Spring 2009 Data Collection**

In spring 2009, most of the children who were recruited into the sample as 3 year olds were in kindergarten. The procedures for notifying and contacting parents and for completing the parent

interviews and child assessments were the same as for kindergartners in spring of 2008. Children who were already enrolled in kindergarten in spring of 2008 were not eligible for this last wave of data collection.

The major difference between the spring 2008 and spring 2009 data collections was in the approach to identifying the kindergarten teachers. Rather than relying on the parent interview to be completed during data collection to provide us with the name of the child's teacher and school, we used data from the spring 2007 parent interview, conducted while the child was still attending Head Start. This told us where the parent expected the child to attend kindergarten the following year. We then matched this information to a list of schools in the same or nearby zip codes as the child's home address. Using this method, we were able to match 68 percent of the children in the 3-year old cohort to existing schools in their area. An SOC locating specialist called each school to verify that the FACES children were enrolled in the school's kindergarten class and to determine the name of the their kindergarten teacher(s). We matched the parent interview data with the list of known nearby schools in January of 2009. At the end of that month the first batch of letters notifying principals that we would be contacting teachers in their schools were sent out. In February, we began sending letters to teachers with the web address to complete the teacher survey and the hardcopy forms.

Because not all parents were able to accurately predict in spring 2008 where their children would be attending kindergarten in the spring of 2009, we prioritized the parent interviews of the 32 percent of children for whom we had not matched a school. Parent interviews began mid-February. As data from the completed parent interviews provided updated or more accurate information on districts, schools, and kindergarten teachers, letters to districts followed by principal letters, and finally kindergarten teacher letters and surveys were mailed on a weekly basis. At the end of the spring data collection we had identified 840 teachers, received completed surveys from 73 percent of them, and had TCRs for 66 percent of the 1,182 eligible children attending kindergarten.

## **6. Monitoring the Data Collection**

The data collection teams were overseen by two field supervisors at Mathematica's SOC (see Figure IV.1 above), who monitored the data collection progress daily and required each team member to transmit data back to the home office from their laptop computer each night. Each transmission sent the data from fully and partially completed parent interviews and child assessments as well as information about the status of each instrument linked to a case. After team members opened a case to begin an interview or assessment, they were required to enter a status code for that case in order to close it. The code indicated whether the case was completed, partially completed, or had a future appointment scheduled. Problem cases were given a status code such as "locating problem" or "refusal." Field supervisors also monitored on-site data collection by means of two weekly phone calls with team leaders.

## **D. Quality Assurance**

Quality assurance was built into every survey stage of training, prefield activities, and data collection to ensure that data was collected and processed in a valid, standardized, and professional manner. It included the certification of staff at the end of training, periodic visits to observe and evaluate staff performance in the field, and ongoing monitoring of telephone interviewing. These quality assurance activities were a part of each round of FACES data collection.

### **1. Quality Assurance Visits**

Certification at the end of training was designed to ensure that all field staff were competent in administering study instruments. Quality assurance continued with two monitoring visits for each team conducted by FACES coordinators and members of the training team in fall 2006. During spring 2007, spring 2008, and spring 2009, each team was targeted for one visit by the FACES coordinators or member of the training team, whose purpose was to monitor the quality of FACES field staff's interactions with center staff, parents, and children, as well as the technical aspects of

administering the instruments. All team members underwent a reliability check when the FACES coordinators made their visit during the first week of data collection in fall 2006. An additional check was made during a second quality assurance visit conducted in the middle of the fall 2006 and each of the spring data collection periods. Data from these in-field reliability checks were maintained in the FACES database along with certification data from training.

During the quality assurance visits, team members were recertified on the child assessments using the same form and procedures employed at training to ensure that reliability was maintained. Any team member who did not meet the reliability standards established at training was given constructive criticism and an opportunity to practice with the FACES coordinator or team member with the highest certification score, and was then reevaluated. To continue working, assessors were required to meet the reliability standard set by the project for each instrument and assessment. The FACES coordinator observed as the team leader and assistant team leader conducted interviews with center staff and provided immediate feedback. Coordinators also listened to team members interviewing parents and again provided immediate feedback.

Team leaders and assistant team leaders were also members of the quality assurance team with responsibility to observe members of their team conducting assessments in order to monitor quality on an ongoing basis. They identified departures from the study protocol and other administration issues and discussed these with the assessors. If any assessors did not meet the certification standards set by the project during training, the team leaders were instructed to relieve the assessor from data collection duties until the certification standards could be demonstrated.

## **2. Monitoring Telephone Interviewing**

CATI supervisors monitored calls to ensure that all telephone interviews were conducted professionally and that staff were following the standardized interview protocol. They also reviewed interviewers' notes maintained in the CATI system. During the first week of each field period or

during the first week when they were working assigned case, most heavily at the start of data collection and throughout the field period, telephone interviewers were monitored by project staff and SOC professionals, who listened to the entire interview from dialing until completion and immediately provided feedback. After the first week, 10 percent of each interviewer's work was monitored.

All parent interviews conducted using CAPI were eligible for a telephone verification interview. In fall 2006, when many of the parent interviews were conducted in person, a random five percent of the parents received a follow-up verification call from the SOC. In subsequent years, when the majority of the telephone interviews were conducted from the SOC, CAPI interviews were randomly monitored for verification—i.e., one interview conducted by each interviewer in weeks one through four of the data collection period and one conducted by each field interviewer in the second half (weeks five through nine) were verified. SOC telephone interviewers asked to speak to the parent interview respondent to determine, for example, where and when the interview took place, its duration, and whether it was conducted using a laptop computer. No instances of interviewer fraud or inappropriate behavior toward respondents were revealed.

### **3. Classroom Observations**

The Head Start classrooms attended by FACES children were observed by staff who completed an extensive observation training session and then were certified on each observation measures at the end of the training. During the spring 2007 field period, Mathematica gold standard staff conducted a joint classroom observation with the field staff observers. Together, in one classroom, they independently observed and completed the classroom observation measures. The Mathematica gold standard observer calculated reliability using the same certification procedures as at training. Observers were required to be within one point of the gold standard observer 80 percent of the time on the ECERS-R, the Arnett, and the CLASS. If either member of the pair was found to not be

reliable with the gold standard on any of the measures, the observation staff immediately discussed scoring discrepancies and deviations from protocol with the field observers. The Mathematica gold standard observation staff next conducted an additional quality assurance joint observation with the observer. In spring 2007, all observers were at least 80 percent reliable with the gold standard observer on the ECERS-R and the Arnett. Only one observer was not reliable on the instructional support domain of the CLASS. After discussion and an additional observation, the observer realigned with the gold standard on the next observation.

## E. Response Rates

In the FACES 2006 study, we had high participation rates at each level and each time point of data collection. Among the 63 sampled Head Start programs that met the study eligibility criteria, 60 agreed to participate, for an unweighted response rate of more than 95 percent, and a weighted rate<sup>5</sup> of about 92 percent (Table IV.3). All participating program directors completed the program director interview at baseline. Among the 135 sampled eligible centers within these programs, all participated in the study, and all of the associated center directors and educational coordinators completed their respective interviews at baseline.

**Table IV.3. Unweighted and Weighted Response Rates at Program, Center, Class, and Teacher Levels (Fall 2006)**

Unit	Collected Data	Sampled and Eligible	Participating	Unweighted Response Rate (Percent)	Weighted Response Rate (Percent)
Program	Program director interview	63	60	95.2	92.4
Center	Center director interview	135	135	100.0	100.0
Class	Teacher interview	410	407	99.3	98.7
Teacher	Teacher interview	368	365	99.2	98.4

<sup>5</sup> Weighted by the sampling weight, the inverse of the selection probability.

Among those 410 sampled eligible classes within these centers, all participated in the study, and we obtained teacher interviews for 407 of these 410 classes, for an unweighted response rate of 99.3 percent and a weighted rate of 98.7. Because some teachers teach two half-day sessions, many ended up with both of their classes being selected for the FACES 2006 sample. Among the 368 teachers associated with the 410 eligible classes, 365 responded to the teacher interview, for an unweighted response rate of 99.2 percent and a weighted response rate of 98.4 percent. The cumulative response rate through the class level is 94.5 percent (91.2 weighted). And the cumulative rate through the teacher level is 94.5 percent (90.9 percent weighted).

At the child level, Table IV.4 presents response rates several different ways: unweighted and weighted, at each time point, by age cohort and combined, by consent and data collection instrument, and marginal and cumulative.

**Table IV.4. Unweighted Completion Rates\* at Child Level**

	Fall 2006 (HS)	Spring 2007 (HS)	Spring 2008		
			3-year-old Cohort (HS)	4-year-old Cohort (K)	Spring 2009 (K)
Sampled and Eligible**	3612	3177	1305	1220	1348
Consented	3315	2914	1219	1007	1089
Consent Rate	91.8	91.7	93.4	82.5	80.8
Completed Child Assessment	3182	2851	1180	888	960
Child Assessment Complete Rate***	96.0	97.8	96.8	88.2	88.2
Completed Parent Interview	3190	2686	1138	928	1012
Parent Interview Completion Rate***	96.2	92.2	93.4	92.2	92.9
Teacher Child Report Completed	3155	2784	1143	647	782
Teacher Child Report Completion Rate**	95.2	95.5	93.8	64.3	71.8

\*Completion rates presented in table are unweighted marginal response rates, conditioned on the prior level of completion.

\*\*After baseline, the number of eligible children was an estimate, because a fraction of prior round nonrespondents was assumed to have become ineligible over time.

\*\*\*Among consented children

Among the 3,817 children originally sampled within the sampled and eligible classes, 3,612 met the study's eligibility criteria and, among these, we obtained parental consent for 3,315 at baseline—a 92 percent consent rate. Among these children, we obtained a child assessment for 96.0 percent, parent interview for 96.2 percent, and TCR for 95.2 percent. The cumulative response rates, accounting for response at the program, center, class, and parental consent levels were 83.9, 84.1, and 83.2 percent for the child assessment, parent interview, and TCR, respectively. The comparable weighted response rates are 81.1, 81.4, and 80.5 percent.

By spring of the first Head Start year (2007), only 2,914 consented children remained in the sampled Head Start program. Assuming that some of the eligible but non-consented children from baseline would have become ineligible between fall and spring, we estimated that 3,177 of the originally sampled children were eligible in spring 2007, leaving us with a consent rate of 91.7 percent. Among these children, 97.8 percent completed the child assessment in the spring, 92.2 percent had a completed parent interview, and 95.5 percent had a completed TCR. The cumulative<sup>6</sup> unweighted response rates through spring 2007 were 85.4, 80.5, and 83.4 percent, respectively, and the cumulative weighted response rates were 82.6, 77.8, and 80.7 percent.

By spring of 2008, most of the 4-year-old cohort children were in kindergarten, while most of the 3-year-old cohort children were in their second year of Head Start. As expected, the response rates for those still in Head Start were somewhat higher than those in kindergarten, because these children, their parents, and teachers were easier to locate and gain their cooperation. Overall, our estimated eligible sample size was down to 2,525 children by the spring of 2008, and 2,226 still participating at that time, with a consent rate of 88.1 percent. Among the 3-year-old cohort (most of whom were still in Head Start), we completed child assessments, parent interviews, and TCRs with

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<sup>6</sup> The cumulative rates account for participation and eligibility at the program, center, and classroom levels, as well as parental consent at the child level.

more than 93 percent of the 1,219 children still participating. We obtained teacher interviews for 97 percent of the children still in Head Start. For the 4-year-old cohort (most of whom were in kindergarten in spring of 2008), we completed the child assessment on 88 percent of the 1,007 still participating, parent interviews on 92 percent, and kindergarten teacher TCRs on 64 percent. We also obtained teacher interviews for 65 percent of the children in kindergarten.

In spring 2009, the sample included those children who were in kindergarten and who had been in Head Start in spring of 2008—mostly the 3-year-old cohort. We estimated that 1,348 of the originally sampled children were eligible for this round of data collection, and 1,089 participated, for a consent rate of about 81 percent. Among the 1,089 children, we completed child assessments on 88 percent, parent interviews on 93 percent, and kindergarten teacher TCRs on 72 percent. We obtained teacher interviews from 73 percent of the children who were in kindergarten in spring 2009. Because the identification of the kindergarten teacher came from the parent interview, some of the teacher nonresponse to the TCR or teacher interview was due to parental nonresponse or the parent's inability to identify an accurate name for the child's school and teacher. These response rates were also a function of a small number of school districts refusing to participate, as well as kindergarten teachers not responding to multiple attempts to complete these instruments.

## V. DATA PREPARATION

In this chapter, we describe the various processing activities Mathematica utilized for the collection of data collected on paper and electronically and the steps required to process this information. The purpose of this undertaking was to ensure that the data used for analysis was not biased by entry error or other correctable mistakes.

### A. Electronic vs. Paper Documents

Most of the data for FACES 2006 were collected electronically, which greatly reduces the need for manual data processing. Blaise programs developed for computer-assisted personal interviewing (CAPI), computer-assisted telephone interviewing (CATI), Computer Assisted Data Entry (CADE), and web-based interviewing contain built-in range and logic checks and branching instructions, thus effectively eliminating most of the errors inherent in paper instruments. However, FACES 2006 was not totally free of paper instruments, with some interviews (such as that for center director) completed on paper and some teachers choosing to complete the paper form of the Teacher Child Report (TCR). Team leaders sent all completed paper instruments to Mathematica's Survey Operation Center (SOC) for processing. Packages were sent by overnight delivery at the end of each data collection week along with a transmittal form delineating the package contents. Head Start and kindergarten teachers who elected to complete their TCRs on paper instead of the web (and kindergarten teachers who completed the teacher survey on paper) also sent their forms directly to the SOC. Data processing began when the receipted document was scanned into the survey management system's receipt control module and the document status was updated to reflect that it was in-house.

### B. Data Editing

All data went through a series of editing steps beginning with team leaders reviewing the completed paper instruments, checking to see that all questions were asked and answered. The team

leader also looked for any errors in the administration of the interview (skipping a question or answering questions that should not have been asked) and made sure omissions or errors were corrected before the instruments were shipped to the SOC.

The second important quality control (QC) step was the review of all paper instruments by specially trained data quality clerks at Mathematica's SOC. The QC experts reviewed the documents to ensure that they were complete, clear, and adhered to the branching and range rules. The reviewers then provided feedback to the field supervisors if instruments were returned either incomplete or with errors. Field supervisors then reported this information to team leaders. Respondents of incomplete or incorrect paper documents were contacted for additional information. If the interviewer made an error, we spoke with the interviewer to help improve his/her performance.

The third QC step was editing, which is based on a previously prepared set of editor training materials created by Mathematica staff. The manual includes a full description of the study and proposed editing procedures and specifications. Data editing staff were trained to adhere to these procedures and specifications. Data quality supervisors, who are specialists in data editing, coding, and keying, closely monitored the work of the editing staff. The first five of each type of receipted documents completed by the field staff, received a complete review by an editor. Feedback was then provided to the field supervisors and team leaders as quickly as possible. These five documents were double-edited by a second QC editor to ensure that any problems in the document were found. Thereafter, 10 percent of all documents were double-edited as a quality control check. If there was a problem not addressed in the specification manual, Mathematica's survey director reviewed the problem, resolved the issue, and updated the specifications manual to reflect the change.

Data collected electronically were also reviewed regularly. While the CAPI, CADE, and web-based TCR programming eliminated errors resulting from not following skip patterns in the parent or teacher interviews or not establishing proper basals and ceilings in the child assessments, data

from these instruments were monitored for other potential interviewer and assessor errors. These included high levels of item nonresponse (“don’t know” and “refused” responses) and interviews with significantly shorter or longer administration times than the average. Also, appropriate child assessment routing was reviewed based on child language, screener performance, and age. Out-of-range values were inspected, notably for the child assessment measurements of height and weight. All field staff received prompt feedback about problems detected during these edits.

### **C. Frequency Review**

Data entered electronically by the field staff and transmitted daily to Mathematica allowed us to review the data and promptly identify problems with a given administration throughout the field period. For instance, for classroom observations we looked at the average ECERS scores for possible inflation of ratings and outlier scores. For child assessments, we examined the data by assessor to determine assessor-specific patterns of “don’t know” or “refused” items or high or low scores. On the parent interviews, we looked at items that required in-house coding, such as occupation, and identified any interviewers who were not collecting sufficient information for this coding. Using electronic data-capture methodologies allowed us to review the length of all interviews and assessments to identify interviewers who were taking more or less time than expected, which can indicate problems with fraud or low competence.

One week after the field period began, senior project staff reviewed both individual and aggregate data frequencies and descriptive statistics for all instruments. Mathematic staff reviewed the interviewer ratings and notes that were entered at the completion of the child assessment. Any problems were reported immediately to the survey supervisor for follow up with the team leader so that he or she could help the field person with these issues.

## **D. Data Entry**

Except for classroom observations, which were entered into laptop computers using a CADE program, all data collected on hard-copy staff interview instruments (from the program and center directors and the education coordinator) were keyed into a data entry program at the SOC and then 100 percent verified. One data entry program is written for each document and then used to enter, verify, and clean the data.

The data entry and cleaning programs contained the same types of range, logic, and consistency checks that are built into FACES 2006 CAPI and CATI programs. SOC staff were therefore able to follow up when they encountered any skip logic, blanks (where there should be a response), or other instances of unreadable data. After data entry, a data-cleaning clerk reviewed the error codes identified by the program. Editing problems and their resolutions were described on quality control problem sheets filed with the questionnaires for record keeping. A second data entry operator verified 100 percent of the cleaned, key-entered documents. This process ensured that the initially keyed data, as well as any corrected data, were exactly as they appeared on the corrected questionnaire.

Data entered electronically from paper instruments was also subjected to checks, although the well-tested electronic edits let few errors slip through. For example, observers sent paper versions of the classroom observations to the SOC and QC editors verified that observers in the field correctly entered the data.

## **E. Coding Other-Specify and Open-Ended Responses**

Several questions in the staff and parent interviews were open-ended, which required interviewers to record survey responses verbatim. Additionally, there were responses to questions that did not fit into any of the provided response categories. Respondents were given the option to choose “other” and then to specify a response. Interviewers were trained to use appropriate probing

techniques to ensure that respondents provided a codeable response. If their response truly did not fit into any of the given response options, interviewers were trained to collect sufficient information for coding these responses. They recorded survey responses verbatim, either directly into the Blaise instrument or onto the hard copy.

The FACES coding task leader isolated the open ended questions that were to be included in the coding process. The data for these questions were reviewed by the task leader to provide guidance on what codes could be applied to various responses. The task leader then created codebooks for each instrument that contained the question text and response categories for each of these isolated questions. These codebooks also included special instructions about which responses to back-code and which ones to leave as “other.”

An access-coding database was created and the data was then transferred from Blaise to SAS and uploaded into the database. The access program allowed coders to view the question number, text, verbatim response, and the respondent’s project specific identification number. Specially trained coders from SOC were given instructions about each FACES instruments and copies of both the questionnaire specifications and the codebooks for their reference. If there was a significant amount of verbatim response of a single type, a new code was sometimes proposed and then added to the database and codebook.

During the coding process, a FACES research programmer continually reviewed the back-coded data and provided feedback to the task leader in order to clarify information and to further guide and inform the coders. Coders were given prompt feedback about problems detected during these reviews.

## VI. DATA FILE CONTENT, STRUCTURE, AND USE

Mathematica has prepared a set of public data files to use to conduct secondary analyses of the FACES 2006 data. In this chapter, we describe the basic structure of the files, conventions that were used to name the variables, and offer guidance on how to use the data, including special instructions for SAS programmers using data files from ICPSR. It also includes a description of the sampling weights to be used by analysts. The sampling weights adjust for the differential probabilities of selection and can potentially help to reduce the bias that may result from differential nonresponse. There are several weights included with the data, and we offer some advice on which ones to use for various analyses. We conclude with a description of the variance estimation procedures that are appropriate for a complex sample design such as the one used in FACES.

### A. Data Files and Data File Structure

FACES 2006 data are organized and saved as three data files, which are described in greater detail in Table VI.1. They are:

1. **Center/Program File** (fall 2006 only): Contains fall 2006 program director, center director, and education coordinator questionnaire data, program and center sampling weights, and all constructed/derived variables created from these sources.
2. **Classroom/Teacher File** (fall 2006–spring 2007 only): Contains fall 2006 and spring 2007 Head Start teacher survey data and a limited number of items from the spring 2007 classroom observation protocol, class- and teacher-level sampling weights, and all classroom/teacher composite/derived variables (including classroom observation scores).
3. **Child-Level File** (fall 2006–spring 2009): Contains a full set of child-level sampling weights, direct and indirect child assessment scores (e.g., PPVT-4 standard scores and teacher-reported problem behavior scores), and constructed/derived variables developed from all data sources (parent interview, teacher survey, classroom observations, and center and education coordinator interviews). The file also includes all non-copyrighted items from each survey instrument (except those for fall 2006 and spring 2007 instruments available in the in the classroom/teacher and center/program level files), including teacher-child reports (TCR), parent interviews, 2008 Head Start teacher interviews, and kindergarten teacher survey data.

**Table VI.1. Data File Descriptions**

File and Description	Survey Instruments and Collection Date	Data File Name	Number of Variables/Records	Sort Order of Records (Sort ID)
<b>Center/program-level</b> (including program director report on program policies and practices, center director report on center programs and policies, and education coordinator report on curriculum and assessment policies and practices)	Program director, center director, and education coordinator interviews (Fall 2006)	da28421-0001.txt	638/135	D1_ID, C1_ID
<b>Classroom/teacher-level</b> (including Head Start teacher report on classroom environment from fall 2006 and spring 2007, and classroom observations, from spring 2007)	HS teacher interviews (F06 & S07), HS classroom observation (S07)	da28421-0002.txt	562 / 474	CLS_ID
<b>Child-level</b> (including child assessment, parent interview data, Head Start teacher, classroom, and center contextual data from fall 2006, spring 2007 and spring 2008, and kindergarten teacher data from spring 2008 and spring 2009)	Direct child assessments (F06, S07, S08 & S09), interviewer ratings (F06, S07, S08 & S09), HS Teacher Child Reports (F06, S07 & S08), kindergarten Teacher Child Reports (S08 & S09), Parent Interviews (F06, S07, S08 & S09), HS teacher interviews (F06, S07 & S08), kindergarten teacher interviews (S08 & S09), HS classroom observations (S07), center director and education coordinator interviews (F06)	da28421-0003.txt	4033 / 3315	ChildID

Note: F06–Fall 2006; S07–Spring 2007; S08–Spring 2008; S09–Spring 2009

## 1. Organization of Variables on Data Files

The structure of each of the FACES 2006 files is similar and generally contains ID variables, a set of flags indicating whether or not there is a completed instrument for the case from each data

source (e.g., child has a completed parent interview in fall 2006), weight variables and the stratification and primary sampling unit (PSU) variables for the level of analysis required to calculate standard errors, constructed/derived variables, and data from appropriate interviews or questionnaires. The organization of data for these files is described below.

**Center/Program file.** This file includes data from the fall 2006 program director, center director, and education coordinator questionnaires. There is one record for each of the 135 centers that contained any classrooms eligible for the FACES sample in fall 2006.<sup>1</sup> The data are organized into sets of identifiers, weighting variables, constructed/derived variables, and source data (Table VI.2).

**Table VI.2. FACES 2006 Center/Program-Level Public Use Data File Structure**

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**Identifiers**

Unique identification numbers for program and center

**Constructed/Derived Variables (Fall 2006)**

Sampling weights and stratification variables  
Center director interview constructed/derived variable  
Education coordinator interview constructed/derived variable

**Interview Data (Fall 2006)**

Program director interview items and responses  
Center director interview items and responses  
Education coordinator interview items and responses

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**Classroom/Teacher file.** This file includes data from fall 2006 and spring 2007 Head Start teacher interviews and spring 2007 classroom observations. One record for each of the 474 classes<sup>2</sup> contains the eligible and consented child in the FACES sample at either data collection period. (This started with “selected” classes in fall 2006 and expanded to include a few “mover” classes in fall

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<sup>1</sup> Three of the centers were part of a group. When we randomly selected the classrooms within these groups, no classrooms from these centers were selected and therefore have no classes or children linked to them. They should be included for any analysis at the center level, however, as they were randomly selected and had eligible (but not selected) classes and children.

<sup>2</sup> The group of students served by an individual home visitor is treated as a class.

2006 and spring 2007.) For teachers with sample students in both a morning and afternoon class, there is one record for each class; as explained in sections B and C, the weights for doing teacher-level analyses are set accordingly.

The data on the classroom/teacher file are organized into a set of classroom, teacher, center, and program-level identifiers, followed by two larger blocks of variables (Table VI.3). The first block includes fall 2006 and spring 2007 constructed/derived variables and the second contains teacher interview item-level data from those collections. A small set of items from the classroom observation protocol captures classroom characteristics (e.g., interest areas, counts of children and adults, and instruction organization) is also included.

**Table VI.3. FACES 2006 Classroom/Teacher Public Use Data File Structure**

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**Identifiers**

Unique identification numbers for classroom, teacher, center, and program

**Constructed/Derived Variables (Fall 2006 and Spring 2007)**

Data flags for each survey instrument (Yes/No)

Classroom characteristics such as full-day versus part-day status

Sampling weights and stratification variables

HS teacher interview constructed/derived variables

Classroom observation constructed/derived variables and scores (spring 2007 only)

**Interview and Observation Data (Fall 2006 and Spring 2007)**

HS teacher interview items and responses

Selected classroom observation items and responses (spring 2007 only)

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**Merged Child-Level File.** The child-level file includes data from the child assessment; teacher-child report; parent and teacher interviews, surveys and classroom observations; and center director, education coordinator, and program director interviews linked to each child. There is a data record for each of the 3,315 eligible, consented children, regardless of whether there are data from the child assessment, parent interview, or TCR from fall 2006 or any other data wave.

The data on the merged child-level file are organized into a set of child, classroom, teacher, center, and program-level identifiers, demographic variables, and two larger blocks of variables (Table VI.4). The first block includes fall 2006, spring 2007, spring 2008, and spring 2009

assessment scores and constructed/derived variables. The second contains the interview and questionnaire item-level data from the fall and three spring data collections.

**Table VI.4. FACES 2006 Merged Child-Level Public Use Data File Structure**

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**Identifiers and Demographic Characteristics**

- Unique identification numbers for child, classroom, teacher, center, and program<sup>a</sup>
- Child's age as of fall 2006 data collection
- Child's gender
- Child's, mother's, and father's race/ethnicity

**Constructed/Derived Variables (Fall 2006, Spring 2007, Spring 2008, and Spring 2009)**

- Data flags for each survey instrument (Yes/No)
- Sampling weights and stratification variables
- Items identifying the child's sampling cohort and enrollment status
- Assessment scores (direct and indirect child assessments)
- HS TCR constructed/derived variables (fall 2006, spring 2007, and spring 2008)
- Kindergarten TCR constructed/derived variables (spring 2008 and spring 2009)
- Parent interview constructed/derived variables
- HS teacher interview constructed/derived variables (fall 2006, spring 2007, and spring 2008)
- Classroom observation constructed/derived variables and scores (spring 2007)
- Center director interview constructed/derived variable (fall 2006 only<sup>b</sup>)
- Education coordinator interview constructed/derived variable (fall 2006 only)

**Interview and Questionnaire Data (Fall 2006, Spring 2007, Spring 2008, and Spring 2009)**

- HS Teacher Child Report items and (nonrestricted)<sup>c</sup> item responses (fall 2006, spring 2007, and spring 2008)
- Kindergarten Teacher Child Report items and (nonrestricted) responses (spring 2008 and spring 2009)
- Parent interview items and (nonrestricted) responses
- HS teacher interview items and item responses (Spring 2008)
- Kindergarten teacher interview items and responses (spring 2008 and spring 2009)

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<sup>a</sup> The identification numbers associated with each child, classroom, center, and program stay the same across all waves. However, to allow for data linkage for children who moved to new classrooms and centers, separate classroom, teacher, and center IDs are provided in the child-level file for fall 2006, spring 2007, and spring 2008 data periods. All kindergarten data (from spring 2008 and spring 2009) is already merged to the child records, so there are no IDs for kindergarten classes or teachers.

<sup>b</sup> Children who moved from one sampled center to another or to a center in a sampled program were eligible for the spring 2007 and spring 2008 data collections. Children who moved to a different center do not have center director interview data for their new (spring 2007 or spring 2008) center merged into the megafile. If the new center is in the FACES 2006 sample, the fall 2006 center director interview data could be merged from the center/program-level data file.

<sup>c</sup> Mathematica has negotiated agreements with different publishers and instrument developers. The terms of some agreements limit the distribution of item-level data.

The constructed/derived variables block begins with a series of data flags indicating whether or not there are completed instruments for the child and weight variables for various types of analyses. The remaining variables in the block are based on the FACES conceptual framework: (1) direct child assessments; (2) indirect child assessments, as derived from teacher and parent reports; (3) child and

family characteristics; (4) parent processes and parenting; and (5) characteristics of Head Start classrooms, centers, and programs (organized by data source and data collection period).

The second large block of variables includes the data from each survey instrument, except for those available in the classroom/teacher- and center/program-level files.<sup>3</sup> All items are included in the public-use data file except children's responses to individual assessment items, assessor ratings items found in the parent interview, TCRs from copyrighted material, and scores on the individual items from the classroom observation measures.<sup>4</sup>

The variables for a small set of certain parent interview questions, which were only asked during the first interview with a family, have been adjusted on the data file. For most families, this occurred during the fall 2006 interview, but for others they were asked at the initial interview in spring 2007 or spring 2008. The data from the first interviews were merged with earlier data, and the spring 2007 and spring 2008 items were dropped from the files. The affected variables are in the original sequence, among the fall 2006 variables, in the data file but the prefix on the variable names has been changed from "P1" to "Pn" (for example, the mother's Hispanic origin was changed from P1J10 to PnJ10). The data flag "Pn\_first" is coded to show the source round of the "Pn" variables, with 1 = fall 2006, 2 = spring 2007, 3 = spring 2008 (and missing for those who never completed a parent interview). The affected variables include demographic information on the child, mother, and father from sections A, P, J and K, family food security questions from section M, and all items from section R on crime victimization.

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<sup>3</sup> While classroom observations were done in spring 2008, they were not collected on a representative sample of Head Start classrooms and thus are not included in the PUF

<sup>4</sup> Mathematica has negotiated agreements with different publishers and instrument developers. The terms of some agreements limit the distribution of item-level data.

## 2. Variable Names and Labels

A standard set of prefixes, to indicate the source instrument of each data item (e.g., parent interview, child assessment, teacher interview, etc.) and data collection wave (fall 2006, spring 2007, spring 2008, and spring 2009), has been applied when naming most of the variables in the data files. The first digit stands for the source instrument and the second is the wave (1 for fall 2006 data, 2 for spring 2007, 3 for spring 2008, and 4 for spring 2009). For example, fall 2006 data items coming from the parent interview begin with P1 and items from the teacher interview begin with T1. Spring 2007 data items coming from the parent interview begin with P2, while those from the teacher interview begin with T2.

For interview and questionnaire item data, the remaining characters of the variable names correspond to the questionnaire/interview item numbers in the source instruments; for constructed/derived variables, the remaining characters consist of mnemonics consistent with those used in prior rounds of FACES, to the extent possible. For example, the question in the parent interview about how far the child can count is named P1F02, while the constructed/derived variable from the same source on the number of people in the household is P1HHSIZE.<sup>5</sup>

A different naming system was used for sample weighting variables, which require data from multiple data sources and/or rounds. The variable names use the same letters to represent data sources for the variable prefixes related to those sources, but they are used in varying combinations. The numbers 1 through 4, representing the data waves of fall 2006 through spring 2009, are also used. In addition, weighting variables for analyses of the prekindergarten year use 5 and 6 for the kindergarten year .

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<sup>5</sup> In Appendix G, many of the variables use an “n” in the second position of the name. This indicates that the variables were created for more than one wave of the study. For example, AnPPVT4R indicates that the PPVT-4 raw score is defined at each of the four waves of data collection.

Table VI.5 lists the codes used as the first character in the variable names, which represent the source instrument. Where possible, we have listed the prefixes used in prior FACES data files.

**Table VI.5. Source Codes for FACES 2006 Instruments**

Source Instrument	Code (1 <sup>st</sup> digit(s))	Code in Prior FACES
Child Assessment	A	A
Head Start Teacher Child Report	R	T
Kindergarten Teacher Child Report	KR	T
Parent Interview	P	P
Head Start Teacher Interview	T	L, F, H
Kindergarten Teacher Interview	K	K
Classroom Observation	O	O
Center Director Interview	C	C
Program Director Interview	D	--
Education Coordinator	E	E

The length of the variable labels in the files has been limited so that they can be used by most available software packages. Because many of the variables are repeated in multiple rounds of the study, the first two characters in the variable name are used at the beginning of each label so that users can quickly identify the source and data collection wave or round. After the first two characters, there is a colon, followed by a general statement of the question/item content. For example, the label for the variable P1A08 is “P1: Child participated in Early Head Start.” When possible, we have used the same variable labels as used in prior FACES data files.

The FACES 2006 instruments contain many multipart questions. For example, the household information section in the parent interview asks questions B3 through B8 for each household member, up to 15 members. Because we use the questionnaire/interview item number as part of the variable name, we need a standard way of representing these types of questions in the names. Below are the rules that were followed for naming variables in the FACES 2006 data file:

- We always use two digits for the main numeric part of the question number, inserting leading zeros for items 1 to 9, unless this creates names that exceed eight characters. For example, question A8 in the fall 2006 parent interview is named P1A08.
- No underscores are used in variable name between the numbers and letters in question numbers (e.g., A.1.a — > A01a). For example, question D3 in the fall 2006 parent

interview, which has 11 parts (a-k), has the following names: P1D03a, P1D03b, ... P1D03k; the variable for question Q15.a.1 in the same interview is named P1Q15a1.

- Underscores are used in variable names to separate *numeric* parts of question numbers (e.g., A1.1 — > A01\_1), unless this makes names exceed eight characters. For example, question A23 in the fall 2006 teacher interview, which has six parts, has the following names: T1A23\_1, T1A23\_2, ... T1A23\_6.
- If any list of numbered items in a question goes to 10 or more, leading zeroes in the set are used for items 1 to 9. For example, question F2 in the fall 2006 TCR, which has 12 parts, has the following names: R1F02\_01, R1F02\_02, ... R1F02\_12.
- On “all that apply” item lists, where the separate items are coded 0/1, 0/2, ... 0/n, and the items are *not* listed in the questionnaire as a., b., ..., the variables are named using the corresponding numeric code. For example, respondents were allowed to identify multiple reasons why the child was not living with (her/his) mother (J1 in the parent interview). This set of items in the fall of 2006 parent interview has the following names: P1J01\_11, P1J01\_12, P1J01\_13, ... P1J01\_22.

### 3. Missing Value Codes

All variables in the three data files use a standard scheme for identifying and explaining missing data. The following codes (Table VI.6) identify data missing because of item nonresponse (missing data on items within a given instrument), legitimate skips, and unit nonresponse (an entire instrument is missing for the case).

**Table VI.6. FACES 2006 Missing Value Codes**

SPSS Code	SAS Code	Description
-1	.N	Not Applicable, including legitimate skips based on prior (screener) responses or conditions of who is and is not to answer a question or question set (e.g., in the parent interview, certain questions are asked only if the parent is a biological parent; in the child assessment, certain instruments are administered only if the child passes the language screener)
-7	.R	Refused (a type of item nonresponse)
-8	.D	Don't Know (a type of item nonresponse)
-9	.M	Not Ascertained (a type of item nonresponse), referring to items that were skipped but should have been answered (different from -1/.N above, which are skips or omissions by design)
SYSMIS	.	Missing, including unit nonresponse where the full set of data for an instrument that should have been completed/responded to is missing (e.g., if the parent interview was completed in fall 2006, but not the Teacher Child Report, all Teacher Child Report data would be set to blank/system missing for this round when the parent and Teacher Child Report data are merged)

#### 4. Identification Numbers

The merged child-level data file contains an identification number for each child and ID numbers for their Head Start classrooms, teachers, centers and programs at the fall 2006, spring 2007, and spring 2008 data collection points.<sup>6</sup> The same identifiers are used on the separate data files for the classroom/teacher- and center/program-level data.

The child-level identifier, **ChildID**, is a seven-digit number containing embedded information on the child's family. The first five digits contain the same value for all sample children in a family (a small number of the children in the study are from the same family/household). The sixth digit indicates the family situation of a child: 0 if the child is the only study child in the family, and values of 1, 2, or 3 for a sample child with one or more siblings also in the sample.

The classroom-level identifiers, **CLS1\_ID**, **CLS2\_ID**, and **CLS3\_ID**, are five-digit numbers that indicate the child's Head Start classroom during fall 2006, spring 2007, and spring 2008. (In a large majority of cases, the values of **CLS1\_ID** and **CLS2\_ID** are the same.) **CLS1\_ID** and **CLS2\_ID** in the merged child-level data file can be merged with **CLS\_ID**, which is the primary identifier in the classroom/teacher data file.

The Head Start teacher identifiers, **T1\_ID**, **T2\_ID**, and **T3\_ID**, are six-digit numbers containing embedded information on classes taught by the teacher during fall 2006, spring 2007, and spring 2008. The first four digits contain a common value for classrooms taught by a teacher. The fifth digit indicates the number of classrooms associated with the teacher for that time period. When the fifth digit is 0, the teacher had only one classroom, while values of 1 or 2 indicate a teacher with data for two classrooms. (Classrooms may be either a sampled classroom or one with a sampled child; this does not indicate whether or not a teacher has another classroom not represented in the

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<sup>6</sup> All kindergarten data (from spring 2008 and spring 2009) is already merged to the child records, so there are no IDs for kindergarten classes and teachers.

FACES 2006 data.) **T1\_ID** and **T2\_ID** are in both the merged child-level and classroom/teacher data files.

The center identifiers, **C1\_ID**, **C2\_ID**, and **C3\_ID**, are five-digit numbers identifying the center the child attended during each period. (In nearly all cases, the values are the same, except for **C3\_ID** for children who were in kindergarten in spring 2008.) While **C2\_ID** and **C3\_ID** are in the merged child-level file only, **C1\_ID** is contained in the merged child-level, classroom/teacher, and center/program data files.

The program identifier, **D1\_ID**, is a three-digit number identifying the program in which the center is located. It is in the merged child-level, classroom/teacher, and center/program-level data files.

## 5. Merging Data from Different Files

Certain weights and source data—teachers and classes from fall 2006 and spring 2007 and center and program directors and education coordinators—are not included in the child-level file, but only on the separate classroom/teacher and center/program files (although all constructs from all of these sources are included in the child-level file). In addition, there are no center- or program-level data on the classroom/teacher file.

Note that the center/program file has one record per center and contains both program- and center-level data. This file needs to be unduplicated to the program level if being used as a program-level file. The classroom/teacher file has one record per classroom and contains both classroom- and teacher-level data. This file can be used for both levels of analysis without unduplication because the teacher-level weights account for anyone teaching more than one classroom (whether or not both were sampled).

Common identifiers, provided to merge data for analyses that need such combined data sources, are used as follows:

- To merge fall 2006 or spring 2007 classroom/teacher source data to a child, **CLS1\_ID** or **CLS2\_ID**, respectively (in the merged child-level data file), should be merged with **CLS\_ID** (which is the primary identifier in the classroom/teacher data file). It is recommended that a separate merge be performed for data from each time period since some of the sample children changed classrooms between the fall and spring.
- To merge fall 2006 center director or education coordinator source data, or the center-level weight **C1WT** and associated stratification information (to perform analyses aggregated to the center level) to child data, **C1\_ID** (in the merged child-level data file) should be merged with **C1\_ID** (which is the primary identifier in the center/program data file).
- To merge fall 2006 program director source data or the program-level weight **D1WT** and associated stratification information (to perform analyses aggregated to the program level) to child data, the program-level data from the center/program file should first be unduplicated as described above. Then **D1\_ID** (in the merged child-level data file) should be merged with **D1\_ID** (in the unduplicated center/program data file).
- To merge fall 2006 center director or education coordinator source data to a classroom or teacher, **C1\_ID** (in the classroom/teacher-level data file) should be merged with **C1\_ID** (which is the primary identifier in the center/program data file).
- To merge fall 2006 program director source data to a classroom or teacher, the program-level data from the center/program file should first be unduplicated as described above. Then **D1\_ID** (in the classroom/teacher-level data file) should be merged with **D1\_ID** (in the unduplicated center/program data file).

## 6. Special instructions for SAS users

To optimize SAS capabilities when working with FACES 2006 files, Mathematica recommends that users make certain adaptations, related to missing values and SAS formats, to the default SAS program setup provided by Research Connections/ICPSR for reading in data from the text (ASCII) file.

**Missing values.** Most missing values in the text data files are in the form of negative numbers. Negative numbers are not recognized as missing values in SAS, but the provided SAS program includes code to convert them to the “special” missing value codes used in FACES 2006 data files, listed in Table VI.6 above. SAS users should ensure that the block of code (based on an array of all `_numeric_` variables) that “changes the `-[number]` missing values to the `.[character]` missing values” is active (not commented out), and that the code that changes negative values in each variable to “.”

is inactive (commented out), in order to have all of the missing value codes appear in their SAS data files.

**Formats** (value code labels). The value statements in the Proc Format that's included in the ICPSR SAS program are based on the negative number missing value codes (as in the text data file). If you convert the missing values to special SAS codes (as described in the previous paragraph), and use the formats provided, then there will be no labels associated with any of the special SAS missing values that will then be in your SAS data file. You can either rely on the standard definitions of the missing value codes (shown in Table VI.6 above), or use the additional files provided that will label each of the codes. A PROC FORMAT, with VALUE statements for all formats used for FACES 2006 variables, is contained in the file `pgm28421-all_format.sas`. A separate FORMAT statement (for use in a SAS Data step or in a Proc such as Proc Freq) is provided for each of the 3 data files, with the file name `pgm28421-000*_fmt_stmt.sas` (where \* is 1, 2, or 3, matching the number on the data file that you are using). If you are familiar with the use of %INCLUDE statements in SAS, you can use such statements to refer to the added formats files as needed, or you can copy all (or selected) text from the added files directly into your own SAS program files. You generally cannot combine the use of formats provided in the ICPSR SAS program with those in the separate files, because they use different names (in the value statements) for the same list of codes.

## **B. Sampling Weights**

Mathematica created sampling weights to account for variations in the probabilities of selection as well as eligibility and cooperation rates among those selected. For each stage of sampling (program, center, classroom, and child) and within each explicit sampling stratum, we calculated the probability of selection. The inverse of this is called the sampling weight, which takes into account the probability proportional to size (PPS) sampling approach, the presence of any certainty selections, and the actual number of cases released. We assumed that the eligibility status of each

sampled unit is known at each stage. Then, at each stage, we multiplied the sampling weight by the inverse of the weighted response rate so that the respondents' weights account for both the respondents themselves and nonrespondents.

In this manner, the program-level weights adjust for the probability of program selection and response at the program level; center-level weights adjust for the probability of center selection and center-level response; classroom-level weights adjust for the probability of classroom selection and classroom-level response; teacher-level weights adjust the classroom weights for multiple probabilities of selection and teacher-level response; and child-level weights adjust for the probability of child selection and child-level response (accounting for parental consent as well as for child cooperation). The formulas below represent the various weighting steps, where P represents the probability of selection and RR the response rate at that stage of selection. Where population counts are available (such as the program information report, or PIR, data at the program level), we raked the weights to match those counts.

$$W_{pgm} = \frac{1}{P_{pgm}} \cdot \frac{1}{RR_{pgm}}$$

$$W_{center} = W_{pgm} \cdot \frac{1}{P_{center}} \cdot \frac{1}{RR_{center}}$$

$$W_{class} = W_{center} \cdot \frac{1}{P_{class}} \cdot \frac{1}{RR_{class}}$$

$$W_{child} = W_{class} \cdot \frac{1}{P_{child}} \cdot \frac{1}{RR_{child}}$$

While most analyses of the FACES 2006 data will be done at the child level, there will be times when analysis at higher levels will also be done or when data collected at lower levels will be aggregated to answer questions about Head Start programs, centers, classrooms, and teachers. For example, the center-level weights, which will be used for any analyses at the center level, including

staff surveys, are a component of the classroom- and child-level weights. The classroom-level weights will be used for analyses at the classroom level, including teacher and home visitor surveys and classroom quality measures. The program-level weights are unlikely to be used very often for analytic purposes due to the small sample size of 60 programs, but they are a component of weights in all subsequent stages of sampling. Given that the teacher response rate may not be the same as the response status of the classroom, we calculated a weight for the classroom observations and another for measures derived from the teacher surveys. The child-level weights that build on the program-, center-, and classroom-level weights will be used to analyze data on child outcomes such as assessments and teacher ratings.

**FACES Fall 2006 sample and analysis weights.** Table VI.7 shows the number of sampling units selected and released for the fall sample, units that were eligible, and of eligible units that agreed to participate in the study. (For eligible children, this means the number of children for whom we obtained parental consent to participate.) The last row shows the sum of the weights for this stage of sampling, which is our estimate of the number of eligible units in the Head Start population.

**Table VI.7. FACES Fall 2006 Sample**

	Program	Center	Class	Teacher	Child
Selected and Released	64	140	415	373 in 415 classes	3,817
Eligible	63	135	410	368 in 410 classes	3,612
Participating/Consented	60	135	410	365 in 407 classes	3,315
Sum of Weights	1,630	14,148	42,973	37,267	458,473

To be eligible for sampling, a program had to be on the 2004–2005 Head Start PIR file and be actively funded and providing services to at least one eligible child in fall 2006. However, there were several exceptions. For example, about 12 programs affected by Hurricanes Katrina and Rita were not in the PIR. One of the selected programs was determined to be ineligible because we learned that it was under investigation and had been experiencing a long-term teacher strike and a potential shortfall in funds. We also excluded those programs located in the U.S. territories, Early Head Start

programs, those funded through the Administration for Children and Families' (ACF) regional offices 11 and 12 (American Indian/Alaska Native and Seasonal/Migrant Workers), de-funded programs under the transitional management of the Community Development Institute, and any programs not providing direct services to 3- to 5-year olds. In addition, three eligible programs declined to participate.

For a center or class to be eligible, one eligible child was needed. Five of the selected centers in participating programs, and five of the selected classes in eligible centers did not meet this criterion. All eligible selected centers and classes agreed to participate; however, three teachers in participating classes did not complete the teacher survey in fall 2006.

For a child to be eligible, he or she had to be enrolled in the selected Head Start center at the time of sampling, be new to Head Start, and be one or two years away from starting kindergarten in the fall of 2006. A child moving to a different classroom than the one from which he/she was selected was eligible if still enrolled in a selected center.

In addition, there were 127 children who were ineligible according to the study's operational protocol, but were considered part of the target population for weighting purposes. These children had dropped out of the selected Head Start program between the time of sampling and our field visit (generally a two-week interval). They may have dropped out of Head Start altogether, moved to a different program not part of the study sample, or dropped out with whereabouts unknown. A total of 3,739 children were considered part of the target population for weighting purposes.

Some Head Start teachers were teaching two half-day classes during the fall 2006 data collection period. Because we sampled at the class level, it is possible that both their classes were selected. When that happened, the teacher was asked to complete the teacher interview twice, but not repeat the section on teacher characteristics. Whether these two-class teachers were sampled once or twice, their weights were adjusted to account for two chances of being in the teacher-level sample. If both classrooms for a particular teacher ended up in the sample, we retained both records for teacher-

level analysis along with their adjusted weights. There are 42 double-record teachers in the sample. In addition to the 410 eligible classes, there were six classes not selected but that still have child-level data because a sampled child moved into the class. One of the six classes is a second class for a teacher associated with a selected classroom.

While most analyses of the fall 2006 data will be done at the child level, users can conduct higher-level analysis or aggregate some data collected at lower levels to answer questions about Head Start programs, centers, classrooms, and teachers. For example, to examine the percentage of centers with a majority of children who were English language learners, an analyst would need to calculate the proportion of such children in each center, attach this to the center-level record, and then conduct the analysis at the center level using the center-level weight (C1WT).

Because some educational coordinators function at the program level and others at the center level, there are two choices when analyzing the data from the educational coordinator survey: analyzing at the program level and aggregate the data for the program's two or more educational coordinators as necessary, or at the center level, repeating the program-level data for each center in the program as necessary. Analyses performed at the program level use D1WT and those at the center level use C1WT.

The teacher survey collects data on Head Start classrooms and teachers. For analyses of the class-specific data at the class level, one would use the class-level file and weight (T1CLSWT). For analyses of the teacher-specific data at the teacher level (to make estimates about Head Start teachers, rather than classes), an analyst would use the class-level file and the teacher-level weight (T1TCHWT). This weight adjusts for the fact that some teachers have more than one Head Start class at a time.

Two weights are provided for child-level analyses of fall 2006 data. One weight, PRA1WT, assumes that an analyst generally will use data from all three child-level components: parent interview, child assessment, and TCR. This weight excludes from the analysis any child missing one

or more of these three components. There are 2,971 children with data from all three of these components. The other, P1\_RA\_WT, assumes that the analyst will be using the parent interview data, which contains basic demographic and family structure information, and includes children for whom we may have the child assessment but not the TCR, or vice versa. There are 3,178 children who have parent interview data and either the child assessment or TCR data. Note that child-level analysis can make use of data collected at the program, center, or class/teacher level, as long as those data are appended to the child's record as contextual data. Table VI.8 provides a list of weights created for analyzing data from fall 2006 (baseline).

**Table VI.8. Fall 2006 Cross-Sectional Weights**

Weight Name	Unit of Analysis	Weight Description	Records with Positive Weight
D1WT	Program	Fall 2006 program director interview completed	60
C1WT	Center	Fall 2006 center director interview completed	135
T1CLSWT	Class	Fall 2006 teacher interview completed for class	410
T1TCHWT	Teacher	Fall 2006 teacher interview completed for teacher	407
PRA1WT	Child	Fall 2006 parent interview, TCR, and child assessment completed	2,971
P1_RA_WT	Child	Fall 2006 parent interview completed <i>and</i> either the TCR or the child assessment completed	3,178

**FACES Spring 2007 Sample and Analysis Weights.** By spring 2007, our original sample was reduced to 2,914 children from 3,315; 393 children became ineligible for the study because they left Head Start, 6 left the selected Head Start center for another one not part of the study, and the consent for 2 children was revoked (see Table VI.9). One of the original 60 programs (and its 4 centers and 7 classes) became ineligible because it lost its Head Start grant; another 3 centers and 4 classrooms became ineligible because they no longer had any eligible children in the study.

**Table VI.9. FACES Spring 2007 Sample**

	Program	Center	Class	Teacher	Child
Eligible/Consented Fall 2006	60	135	410	368	3,315
Eligible/Consented Spring 2007	59	128	399	328 / 321	2,914
Sum of Spring 2007 Weights	--	--	42,388	[NO WT]*	405,128

\*No teacher-level cross-sectional weight was created after baseline.

Among the 399 classes eligible in the spring, we excluded from classroom observations any otherwise-eligible classrooms with only one eligible child ( $n = 16$ ), as well as the home visitor caseloads ( $n = 12$ ), for a total of 371. The former, while “operationally” ineligible, were considered part of the target population for weighting purposes. The latter were both operationally ineligible and not considered part of the target population for the classroom observations. We reduced the number of eligible classrooms (371) to 335 by randomly selecting one per teacher when a teacher’s morning and afternoon classes were part of the eligible spring sample. We also accounted for this subsampling in the weights. The corresponding number of children in these categories is shown in Table VI.10.

**Table VI.10. Classrooms Eligible and Sampled for Observation**

Observation Protocol	Observation Classification	Classes	Children
Selected-Observation Done	Eligible	335	2,539
Not Selected-Not Done	Eligible not selected	36	230
One Child-Not Done	Eligible noncomplete	16	16
Home Visitor-Not Done	Ineligible	12	52
<b>Total Spring Eligible Classes</b>		<b>399</b>	<b>2,837</b>
Eligible Child Moved into Nonselected Class	Ineligible	(64)	77
<b>Total Spring Eligible</b>		<b>399</b>	<b>2,914</b>

The number of teachers associated with at least one eligible class in both fall 2006 and spring 2007 was 328. However, only 321 of these teachers were associated with the same eligible class at both times (or at least one of the same eligible classes if they had both of their classes sampled in the fall).

We have created six weights in total for cross-sectional analysis of the spring 2007 data and seven for longitudinal analysis for year 1 (fall 2006 and spring 2007 combined). These weights address the combinations of completion for the attempted data collection, similar to those created for fall 2006, but with the addition of the classroom observation in the spring.

We have provided two versions each for cross-sectional and longitudinal child-level weights involving the classroom observation: one that considers the observation complete if the child's classroom was observed, and one that considers it complete if the child's classroom *teacher* was observed. The difference involves the 230 children in the 36 classes not selected for observation because the teacher's *other* class was selected and observed. Table VI.11 shows the six spring 2007 cross-sectional weights.

**Table VI.11. Spring 2007 Cross-Sectional Weights**

Weight Name	Unit of Analysis	Weight Description	Records with Positive Weight
O2CLSWT	Class	Spring 2007 classroom observation completed	335
T2CLSWT	Class	Spring 2007 teacher interview completed	397
PRA2WT	Child	Spring 2007 parent interview, Teacher Child Report, and child assessment completed	2,534
P21RA2WT	Child	Parent interview completed in either fall 2006 or spring 2007 <i>and</i> either Teacher Child Report or child assessment completed in spring 2007	2,880
PRAOC2WT	Child	Spring 2007 parent interview, Teacher Child Report, child assessment, and child's classroom observed	2,215
PRAOT2WT	Child	Spring 2007 parent interview, Teacher Child Report, child assessment, and <i>teacher's</i> classroom observed	2,425

**Fall 2006–Spring 2007 Longitudinal Analysis.** The year 1 longitudinal weights sum up to the eligible population in spring 2007. While there was no cross-sectional teacher-level weight created for spring 2007, we did create a longitudinal teacher-level weight; however, definitions for the target population are not straightforward. Thus, we have created the following definitions associated with the eligible teacher population: (1) teachers became part of the FACES 2006 sample only by having their classes selected and having selected eligible children in their classes, (2) teachers could move from one class to another from fall to spring, and (3) some teachers had more than one class in the fall and/or the spring. The teacher had to have been associated with at least one eligible selected class in fall 2006, one eligible selected class in spring 2007, and one class had to be the same at both times. The teacher longitudinal weights were created at the teacher-class combination level and

account for the number of chances the teacher had of being selected into the sample in fall 2006.

Table VI.12 shows the seven longitudinal weights for year 1.

**Table VI.12. Year 1 Longitudinal Weights**

Weight Name	Unit of Analysis	Weight Description	Records with Positive Weight
T12CLSWT	Class	Teacher interview completed in fall 2006 and spring 2007	395
T12OCLSWT	Class	Teacher interview completed in fall and spring <i>and</i> observation completed in spring	335
T12TCHWT	Teacher	Teacher interview completed in fall and spring	355
PRA12WT	Child	Parent interview completed in fall or spring <i>and</i> Teacher Child Report or child assessment completed in fall and spring*	2,865
P12WT	Child	Parent interview completed in fall and spring	2,620
PRA12OCW	Child	Parent interview completed in fall or spring <i>and</i> Teacher Child Report or child assessment completed in fall and spring* <i>and</i> teacher interview completed in fall or spring <i>and</i> child's classroom observed	2,501
PRA12OTW	Child	Parent interview completed in fall or spring <i>and</i> Teacher Child Report or child assessment completed in fall and spring* <i>and</i> teacher interview completed in fall or spring <i>and</i> teacher's classroom observed	2,730

\*This means that either the Teacher Child Report *or* the child assessment had to be completed in both rounds.

**FACES Spring 2008 Sample and Analysis Weights.** By spring 2008, our original sample was reduced to 2,226 children from 3,315; since spring 2007, 561 children became ineligible for the study because they left Head Start and were not in kindergarten, 6 left the selected Head Start center for another one not part of the study, and 121 left Head Start with unknown kindergarten status (see Table VI.13).

**Table VI.13. FACES Spring 2008 Sample**

	Program	Center	Class	Teacher	Child
Eligible/Consented Fall 2006	60	135	410	368	3,315
Eligible/Consented Spring 2008	59	128	NA	NA	2,226
Sum of Spring 2008 Weights	—	—	[NO WT]*	[NO WT]	321430.96

\*No classroom-level cross-sectional weight was created after spring 2007.

We created two child-level weights for cross-sectional analysis of the spring 2008 data and four for longitudinal analysis involving years 1 (fall 2006 and spring 2007 combined) and 2 (spring 2008). Because there were no observations on the sampled classrooms in spring 2008, and because the originally sampled classrooms essentially no longer existed in year 2, there are fewer cross-sectional weights than there were for spring 2007. Table VI.14 shows the spring 2008 cross-sectional weights.

**Table VI.14. Spring 2008 Cross-Sectional Weights**

Weight Name	Unit of Analysis	Weight Description	Records with Positive Weight
PRA3WT	Child	Spring 2008 parent interview, Teacher Child Report, and child assessment completed	1,595
P31RA3WT	Child	Parent interview completed in fall 2006 or spring 2007 or spring 2008 <i>and</i> either Teacher Child Report or child assessment completed in spring 2008	2,174

**Fall 2006–Spring 2008 Longitudinal Analysis.** The year 1+2 longitudinal weights sum up to the spring 2008 eligible population. Table VI.15 shows the four longitudinal weights for years 1+2.

**Table VI.15. Year 1+2 Longitudinal Weights**

Weight Name	Unit of Analysis	Weight Description	Records with Positive Weight
PRA13WT	Child	Parent interview completed in fall 2006 or spring 2007 or spring 2008 <i>and</i> Teacher Child Report or child assessment completed in fall 2006 and spring 2007 and spring 2008*	2,144
P13WT	Child	Parent interview completed in fall 2006 and spring 2007 and spring 2008	1,907
PRA13OCW	Child	Parent interview and teacher interview completed in fall 2006 or spring 2007 or spring 2008 <i>and</i> Teacher Child Report or child assessment completed in fall 2006 and spring 2007 and spring 2008* <i>and</i> child's classroom observed in spring 2007	1,862
PRA13OTW	Child	Parent interview and teacher interview completed in fall 2006 or spring 2007 or spring 2008 <i>and</i> Teacher Child Report or child assessment completed in fall 2006 and spring 2007 and spring 2008* <i>and</i> teacher's classroom observed in spring 2007	2,046

\*This means that either the Teacher Child Report *or* the child assessment had to be completed in all three rounds.

**FACES Spring 2009 Sample and Analysis Weights.** By spring 2009, our original sample was reduced to 1,089 from 2,226 children in spring 2008; since spring 2008, 1,137 children became ineligible for the study because they were in kindergarten and had therefore completed data collection ( $n = 1,015$ ) or were not in kindergarten in spring 2009 ( $n = 122$ ) (see Table VI.16).

**Table VI.16. FACES Spring 2009 Sample**

	Program	Center	Class	Teacher	Child
Eligible/Consented Fall 2006	60	135	410	368	3,315
Eligible/Consented Spring 2009	59	128	NA	NA	1,089
Sum of Spring 2009 Weights	--	--	[NO WT]	[NO WT]	155199

We created two child-level weights for cross-sectional analysis of the spring 2009 data and four for longitudinal analysis involving years 1 (fall 2006 and spring 2007 combined), 2 (spring 2008), and 3 (spring 2009).

Table VI.17 shows the two spring 2009 cross-sectional weights.

**Table IV.17. Spring 2009 Cross-Sectional Weights**

Weight Name	Unit of Analysis	Weight Description	Records with Positive Weight
PRA4WT	Child	Spring 2009 parent interview, Teacher Child Report, and child assessment completed	684
P41RA4WT	Child	Parent interview completed in any round <i>and</i> either Teacher Child Report or child assessment completed in spring 2009	1,045

**Fall 2006–Spring 2009 Longitudinal Analysis.** The year 1+2+3 longitudinal weights sum up to the eligible population in spring 2009. Table VI.18 shows the four longitudinal weights for these years.

**Table VI.18. Year 1+2+3 Longitudinal Weights**

Weight Name	Unit of Analysis	Weight Description	Records with Positive Weight
PRA14WT	Child	Parent interview completed in any round <i>and</i> Teacher Child Report or child assessment completed in all rounds*	1,003
P14WT	Child	Parent interview completed in all rounds	904
PRA14OCW	Child	Parent interview and teacher interview completed in any round <i>and</i> Teacher Child Report or child assessment completed in all rounds* <i>and</i> child's classroom observed in spring 2007	867
PRA14OTW	Child	Parent interview and teacher interview completed in any round <i>and</i> Teacher Child Report or child assessment completed in all rounds* <i>and</i> teacher's classroom observed in spring 2007	956

\*This means that either the Teacher Child Report *or* the child assessment had to be completed in all four rounds.

**FACES Prekindergarten Sample and Analysis Weights.** As of spring 2008, we had data on the prekindergarten year for both age cohorts: spring 2007 for most of the 4-year-old cohort and spring 2008 for the 3-year-old cohort. Operationally, this is the spring of the year before children go to kindergarten in the fall. This weight would be used to describe characteristics of children, their families, and program experiences as they are completing Head Start and about to enter kindergarten. Parallel to the set of spring 2008 weights, we created two child-level weights for cross-sectional analysis of the prekindergarten year data; four for longitudinal analysis for analysis involving year 1 (fall 2006 and spring 2007 combined); and, for the 3-year-old cohort only, year 2 (spring 2008). See Table VI.19 for the cross-sectional weights.

**Table VI.19. Prekindergarten Cross-Sectional Weights**

Weight Name	Unit of Analysis	Weight Description	Records with Positive Weight
PRA5WT	Child	Prekindergarten parent interview, Teacher Child Report, and child assessment completed	2,048
P51RA5WT	Child	Parent interview completed in fall 2006 or spring 2007 (or spring 2008 for 3-year-old cohort) <i>and</i> either Teacher Child Report or child assessment completed in prekindergarten	2,324

We have included a variable called PKYEAR in the public use file, with the values 2007 and 2008. These values indicate (1) the year the child was in prekindergarten (completing Head Start) and (2) the year from which to draw data when conducting the prekindergarten analyses for each child. For most children in the 4-year-old cohort, its value is 2007 and, in the 3-year-old cohort, its value is 2008. However, there are 16 children in the 3-year-old cohort whose prekindergarten year was 2007, and 8 in the 4-year-old cohort whose prekindergarten year was 2008.

**Prekindergarten Longitudinal Analysis.** The prekindergarten longitudinal weights sum up to the eligible population in the prekindergarten year (spring 2007 for most of the 4-year-old cohort and spring 2008 for most of the 3-year-old cohort). These weights are used when one wants to analyze data collected in all rounds up to and including spring of the prekindergarten year. Table VI.20 shows the four prekindergarten longitudinal weights.

**Table VI.20. Prekindergarten Longitudinal Weights**

Weight Name	Unit of Analysis	Weight Description	Records with Positive Weight
PRA15WT	Child	Parent interview completed in fall 2006 or spring 2007 (or spring 2008) <i>and</i> Teacher Child Report or child assessment completed in fall 2006 and spring 2007 (and spring 2008)*	2,305
P15WT	Child	Parent interview completed in fall 2006 and spring 2007 (and spring 2008)	2,069
PRA15OCW	Child	Parent interview and teacher interview completed in fall 2006 or spring 2007 (or spring 2008) <i>and</i> Teacher Child Report or child assessment completed in fall 2006 and spring 2007 (and spring 2008)* <i>and</i> child's classroom observed in spring 2007	2,010
PRA15OTW	Child	Parent interview and teacher interview completed in fall 2006 or spring 2007 (or spring 2008) <i>and</i>  Teacher Child Report or child assessment completed in fall 2006 and spring 2007 (and spring 2008)* <i>and</i> teacher's classroom observed in spring 2007	2,202

Note: Parenthetical phrases refer only to the 3-year-old cohort.

\*This means that either the Teacher Child Report *or* the child assessment had to be completed in all rounds.

**FACES Kindergarten Sample and Analysis Weights.** As of spring 2009, we had data on the kindergarten year for both age cohorts: spring 2008 for most of the 4-year-old cohort and spring 2009 for most of the 3-year-old cohort. Analysts interested in children’s skills in spring of kindergarten or the characteristics or the experience for the group who entered Head Start as 3- and 4-year-olds in fall 2006 would use this weight. Parallel to the set of spring 2009 weights, we created two child-level weights for cross-sectional analysis of the kindergarten data, four for longitudinal analysis involving years 1 and 2 and, for the 3-year-old cohort only, year 3 (spring 2009), plus two additional kindergarten longitudinal weights. See Table VI.21 for the cross-sectional weights.

**Table VI.21. Kindergarten Cross-Sectional Weights**

Weight Name	Unit of Analysis	Weight Description	Records with Positive Weight
PRA6WT	Child	Kindergarten parent interview, Teacher Child Report, and child assessment completed	1,224
P61RA6WT	Child	Parent interview completed in any round through spring 2008 (or spring 2009 for 3-year-old cohort) <i>and</i> either Teacher Child Report or child assessment completed in kindergarten	2,021

We have included on the public use file a variable called KGYEAR, with the values 2008 and 2009. These values indicate (1) the year the child was in kindergarten and (2) the year from which to draw data when conducting analyses for each child. For most children in the 4-year-old cohort, the value is 2008 and 2009 for the 3-year-old cohort. However, there were 16 children in the 3-year-old cohort who attended kindergarten in 2008, and 8 children in the 4-year-old cohort who attended kindergarten in 2009.

**Kindergarten longitudinal analysis.** The kindergarten longitudinal weights sum up to the eligible population in the kindergarten year (spring 2008 for most of the 4-year-old cohort and spring 2009 for the 3-year-old cohort). These weights should to be used when one wants to analyze data collected in all rounds up to and including spring of the kindergarten year. Table VI.22 shows the six kindergarten longitudinal weights.

**Table VI.22. Kindergarten Longitudinal Weights**

Weight Name	Unit of Analysis	Weight Description	Records with Positive Weight
PRA16WT	Child	Parent interview completed in any round through spring 2008 (or spring 2009) <i>and</i> Teacher Child Report or child assessment completed in all rounds through spring 2008 (and spring 2009)*	1,961
PRA16WTA	Child	Same as PRA16WT, but also must have had a completed child assessment and Teacher Child Report in kindergarten	1,246
P16WT	Child	Parent interview completed in all rounds through spring 2008 (and spring 2009)	1,768
PRA16OCW	Child	Parent interview and teacher interview completed in any round through spring 2008 (or spring 2009) <i>and</i> Teacher Child Report or child assessment completed in all rounds through spring 2008 (and spring 2009)* <i>and</i> child's classroom observed in spring 2007	1,708
PRA16OTW	Child	Parent interview and teacher interview completed in any round through spring 2008 (or spring 2009) <i>and</i> Teacher Child Report or child assessment completed in all rounds through spring 2008 (and spring 2009)* <i>and</i> teacher's classroom observed in spring 2007	1,872
WESTATWT	Child	Parent interview completed in fall 2006 or spring 2007 <i>and</i> child assessment completed in fall 2006 or spring 2007 <i>and</i> child assessment completed in kindergarten	1,839

Note: Parenthetical phrases refer only to the 3-year-old cohort.

\*This means that either the Teacher Child Report *or* the child assessment had to be completed in all rounds .

### C. Choosing the Best Weight

We have described almost 50 analysis weights in the preceding sections. In this section, we provide the user with guidance in choosing among these weights. The choice of weight depends on the research question and, in particular, whether the analysis requires more than one round of data, the latest round of data included, the level of analysis, and the sources of data needed. For analysis at the program and center levels, there is only one weight created (D1WT and C1WT, respectively), which accounts for their probability of selection, eligibility, and study participation. At the classroom level, there are more choices, including analysis at the teacher (or home visitor) level. Table VI.23 summarizes the weights at the classroom and teacher levels. For more information about which data

sources are accounted for in each weight, please see the detailed descriptions above, organized by data collection round.

**Table VI.23. Weighting Guidelines for Teacher- or Classroom-Level Analysis**

	Fall 2006	Spring 2007	Fall 2006 and Spring 2007
Teacher/Home Visitor	T1TCHWT	—	T12TCHWT
Classroom	T1CLSWT	O2CLSWT T2CLSWT	T12OCLSWT T12CLSWT

Most of the analysis weights are at the child level. Table VI.24 summarizes these weights by round of data collection and whether cross-sectional *for* the round or longitudinal *through* the round.

**Table VI.24. Weighting Guidelines for Child-Level Analysis**

	Cross-Sectional	Longitudinal
Fall 2006	PRA1WT P1_RA_WT	—
Spring 2007	PRA2WT P21RA2WT PRAOC2WT PRAOT2WT	PRA12WT P12WT PRA12OCW PRA12OTW
Spring 2008	PRA3WT P31RA3WT	PRA13WT P13WT PRA13OCW PRA13OTW
Spring 2009	PRA4WT P41RA4WT	PRA14WT P14WT PRA14OCW PRA14OTW
Prekindergarten*	PRA5WT P51RA5WT	PRA15WT P15WT PRA15OCW PRA15OTW
Kindergarten**	PRA6WT P61RA6WT	PRA16WT PRA16WTA P16WT PRA16OCW PRA16OTW WESTATWT

\*Spring 2007 for 4-year-old cohort and spring 2008 for 3-year-old cohort.

\*\*Spring 2008 for 4-year-old cohort and spring 2009 for 3-year-old cohort.

## D. Variance Estimation

Most standard procedures in commonly-used statistical software packages, such as SAS, SPSS, or STATA, can estimate specific characteristics (e.g., children's mean achievement, average height, percentage of classrooms of particular sizes, and teachers with particular educational backgrounds and credentials) of Head Start children and their families and programs, centers, teachers, and classrooms. This is true as long as the appropriate data file and weight are used. However, standard errors or variances will not be correct because they do not account for sample design complexities (multistage clustered sample with unequal probabilities of selection) of surveys such as FACES. Instead, the procedures assume that the data or observations are from a simple random sample design and would underestimate the true variance.

Design-based variance estimation methods such as replication and Taylor Series expansion are used to properly account for the sample design in a growing number of software packages. In earlier cohorts of FACES, replicate weights were provided. In FACES 2006, those weights are not provided but the parameters necessary for using the Taylor Series methodology are used instead. SUDAAN is one of several software packages that can be used to generate the proper standard errors using the Taylor Series method.<sup>7</sup> When using this software, it is necessary to specify the weight variable and NEST statement, which contains the variable names for the first-stage sampling strata (D1\_STRAT for program-level analyses and STRAT for analyses conducted at the center, class, teacher, and child levels) and primary sampling units (PSU for analyses at the center, class, teacher, and child levels). In the few instances where a Head Start program was selected with certainty due to its size, we have modified the design parameters to account for this; that is, we

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<sup>7</sup> Alternatively, one could use SAS procedures specifically designed for survey data analysis, such as PROC SURVEYMEANS or PROC SURVEYREG, or similar procedures in STATA and SPSS. One also could use AM software to estimate the standard errors of estimates when the data come from complex sample designs.

specified the stratum variable (STRAT) as the program and the primary sampling unit variable (PSU) as the center group (the second-stage sampling unit).

Four things to note about SUDAAN: (1) it treats a 0 value of a categorical variable as missing, so 0s must be recoded to a positive integer; (2) it does not recognize file names longer than eight characters; (3) the file must be sorted by the nest variable(s) before running the procedure; and (4) for subgroup analysis, the full set of records should be read in to SUDAAN with a SUBPOP statement to identify the subgroup to be analyzed. We can deal with the first issue by temporarily recoding dichotomous (0-1) variables within the procedure, using the RECODE statement shown below, or we can do this in the file itself before running the procedure for any categorical variables with a 0 value. Any items below in square brackets would need a file or variable name inserted, with the square brackets removed.

The following are the SUDAAN specifications for program-level analysis:

```
proc describe data=[program file] design=strwr deff;
nest D1_STRAT;
weight D1WT;
var [continuous variable(s)];
rtile "[title]";
```

```
proc crosstab data=[program file] design=strwr deff norow notot;
recode [dichotomous variable coded as 0-1]=(0,1);
nest D1_STRAT;
weight D1WT;
subgroup [categorical variable(s)];
levels [indicate the actual number of non-zero categories for each categorical variable listed in subgroup statement];
tables [categorical variable(s)];
rtile "[title]";
```

Below are the SUDAAN specifications for analysis at the center, class, teacher, or child levels:

```
proc sort data=[data file at center, class, or child level]; by strat psu;
```

```
proc descript data=[data file] design=wr deff;  
nest STRAT PSU;  
weight [C1WT OR T1CLSWT OR T1TCHWT OR PRA1WT OR P1_RA_WT];  
var [continuous variable(s)];  
rtile "[title]";
```

```
proc crosstab data=[data file] design=wr deff norow notot;  
recode [dichotomous variable coded as 0-1]=(0,1);  
nest STRAT PSU;  
weight [C1WT OR T1CLSWT OR T1TCHWT OR PRA1WT OR P1_RA_WT];  
subgroup [categorical variable(s)];  
levels [indicate the actual number of non-zero categories for each categorical variable listed in  
subgroup statement];  
tables [categorical variable(s)];  
rtile "[title]";
```

## **VII. CHILD ASSESSMENT SCORES AND COMPOSITE AND DERIVED VARIABLES**

FACES 2006 includes a number of key measures of children’s development, home and family life, and Head Start program experiences. We constructed a set of derived variables and assessment scores to facilitate the use of FACES 2006 data in answering important questions about Head Start children, families, classrooms, staff, and programs. In this chapter, we describe the child assessment scores and composite and derived variables that are included in the data files. More detailed descriptions of the individual assessment measures may be found in Chapter III, including reliability and validity information from the publishers and use in prior studies. After describing the approach to composite construction, we include a series of tables (Tables VII.1–VII.4 and VII.6 and VII.7) that list assessment scores and composite and derived variables.

There are an almost infinite number of derived variables that could be developed from the FACES instruments. However, we limited the series of assessment scores and composite and derived variables to those most critical for answering questions about Head Start children, families, staff, and programs. We also prioritized the variables or constructs based on data from multiple items or that require considerable effort to construct. For example, some variables require the use of special statistical methods and software (for example, item response theory [IRT] analyses for assessment scores). For this reason, most variables that are simple recodes or transformations of a survey item or question are not included. Many of the assessment scores and composite and derived variables for FACES 2006 were used in prior rounds, while some are new to FACES 2006.

### **A. Child Assessment Scores**

FACES 2006 includes two groups of child assessment scores that are linked to the conceptual framework: (1) direct child assessments, which include scores on several key measures of children’s cognitive and physical development, and (2) indirect child assessments, which include scores on important measures of children’s social skills, problem behaviors, and academic and nonacademic

accomplishments, based on interviewer, teacher, and parent ratings. Tables VII.1 and VII.2 list assessment scores that were derived from the measures included in the direct assessment as well as those derived from reports by interviewers, teachers, and parents. These tables provide information on the variable name, label, source items used to construct the variable, values, reliability (internal consistency using Cronbach's alpha), and data collection waves for which the variable is available. Appendix G includes additional information about the construction of these scores.

## 1. Direct Child Assessments

Child assessment scores from the direct assessment include measures of children's cognitive and physical development. Direct cognitive measures capture children's language (that is, receptive vocabulary), literacy (letter-word knowledge, early writing skills, and knowledge of story and print concepts), and mathematics skills and development (see Chapter III for more information on each of these measures). The assessment battery also includes measurement of children's height and weight. We briefly describe the types of scores derived from the direct assessment measures.

**Cognitive development.** Child assessment scores in FACES include raw, standard, IRT-based scores, or W-scores. Raw scores refer to counts, averages, or the like of the individual items that a child completed. They are indicators of absolute rather than relative performance. In contrast, standard scores allow for comparisons of an individual's performance relative to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. Scores above or below the mean indicate that compared to same-age peers, the child's skills are more or less advanced, respectively. T-scores in FACES illustrate a child's performance relative to the population of first-time Head Start children as a whole, with a mean of 50 and a standard deviation of 10.

**Table VII.1. FACES 2006 Constructed/Derived Variables—Direct Child Assessment**

Instrument	Variable Name	Constructed/ Derived Variable	Instrument/ Questionnaire Items	Values	Reliability (Cronbach's alpha)	Data Collection Wave
Simon Says (PreLas 2000)	AnSIMON	Simon Says score	A1 - A10	0-10	0.69, 0.72, 0.65, 0.63	F06, S07, S08, S09
Art Show (PreLas 2000)	AnARTSHO	Art Show score	B1 - B10	0-10	0.76, 0.76, 0.74, 0.79	F06, S07, S08, S09
Simon Says/Art Show (PreLas 2000)	AnSCREEN	Language screener score	A1 - A10, B1 - B10	0-20	0.79, 0.82, 0.76, 0.77	F06, S07, S08, S09
Simon Says/Art Show (PreLas 2000)	AnLNGSCR	Passed language screener	A1 - A10, B1 - B10	Yes, No	NA	F06, S07, S08, S09
Peabody Picture Vocabulary Test-4 (PPVT)	AnPPVT4R	PPVT total raw score	C1 - C228	0-228	0.97, 0.95, 0.91, 0.89	F06, S07, S08, S09
Peabody Picture Vocabulary Test-4 (PPVT)	AnPPVT4S	PPVT total standard score	C1 - C228	20-160	0.97, 0.95, 0.91, 0.89	F06, S07, S08, S09
Peabody Picture Vocabulary Test-4 (PPVT)	AnPPVT4W	PPVT W score (growth score value)	C1- C228	12-271	0.97, 0.95, 0.91, 0.89	F06, S07, S08, S09
Test de Vocabulario en Imagenes Peabody (TVIP)	AnTVIPR	TVIP total raw score	M1 - MC125	0 - 125	0.93, 0.94, 0.93, 0.93	F06, S07, S08, S09
Test de Vocabulario en Imagenes Peabody (TVIP)	AnTVIPS	TVIP total standard score	M1 - MC125	78 - 145	0.93, 0.94, 0.93, 0.93	F06, S07, S08, S09
Woodcock-Johnson III Tests of Achievement Letter-Word Identification	AnWJLWR	W-J III Letter-Word total raw score	G01 - G76	0 - 76	0.81, 0.86, 0.94, 0.92	F06, S07, S08, S09
Woodcock-Johnson III Tests of Achievement Letter-Word Identification	AnWJLWS	W-J III Letter-Word total standard score	G01 - G76	0 - 200	0.81, 0.86, 0.94, 0.92	F06, S07, S08, S09
Woodcock-Johnson III Tests of Achievement Letter-Word Identification	AnWJLWW	W-J III Letter-Word W score	G01 - G76	NA	0.81, 0.86, 0.94, 0.92	F06, S07, S08, S09

Table VII.1 (continued)

Instrument	Variable Name	Constructed/ Derived Variable	Instrument/ Questionnaire Items	Values	Reliability (Cronbach's alpha)	Data Collection Wave
Woodcock-Johnson III Tests of Achievement Applied Problems	AnWJAPR	W-J III Applied Problems total raw score	H01 - H63	0 - 63	0.88, 0.87, 0.90, 0.86	F06, S07, S08, S09
Woodcock-Johnson III Tests of Achievement Applied Problems	AnWJAPS	W-J III Applied Problems total standard score	H01 - H63	0 - 200	0.88, 0.87, 0.90, 0.86	F06, S07, S08, S09
Woodcock-Johnson III Tests of Achievement Applied Problems	AnWJAPW	W-J III Applied Problems W score	H01 - H63	NA	0.88, 0.87, 0.90, 0.86	F06, S07, S08, S09
Woodcock-Johnson III Tests of Achievement Spelling	AnWJSR	W-J III Spelling total raw score	I01 - I59	0 - 59	0.79, 0.81, 0.87, 0.82	F06, S07, S08, S09
Woodcock-Johnson III Tests of Achievement Spelling	AnWJSS	W-J III Spelling total standard score	I01 - I59	0 - 200	0.79, 0.81, 0.87, 0.82	F06, S07, S08, S09
Woodcock-Johnson III Tests of Achievement Spelling	AnWJSW	W-J III Spelling W score	I01 - I59	NA	0.79, 0.81, 0.87, 0.82	F06, S07, S08, S09
Woodcock-Johnson III Tests of Achievement Word Attack	AnWJWAR	W-J III Word Attack total raw score	R01 - R32	0 - 32	0.91, 0.86	S08, S09
Woodcock-Johnson III Tests of Achievement Word Attack	AnWJWAS	W-J III Word Attack total standard score	R01 - R32	0 - 200	0.91, 0.86	S08, S09
Woodcock-Johnson III Tests of Achievement Word Attack	AnWJAWW	W-J III Word Attack W score	R01 - R32	NA	0.91, 0.86	S08, S09
Batería III Woodcock-Muñoz Pruebas de Aprovechamiento-III Letter-Word Identification	AnWMLWR	WM Letter-Word total raw score	N01 - N76	0 - 76	0.48, 0.82, 0.92, 0.99	F06, S07, S08
Batería III Woodcock-Muñoz Pruebas de Aprovechamiento-III Letter-Word Identification	AnWMLWS	WM Letter-Word total standard score	N01 - N76	0 - 200	0.48, 0.82, 0.92, 0.99	F06, S07, S08
Batería III Woodcock-Muñoz Pruebas de Aprovechamiento-III Letter-Word Identification	AnWMLWW	WM Letter-Word W score	N01 - N76	NA	0.48, 0.82, 0.92, 0.99	F06, S07, S08

Table VII.1 (continued)

Instrument	Variable Name	Constructed/ Derived Variable	Instrument/ Questionnaire Items	Values	Reliability (Cronbach's alpha)	Data Collection Wave
Batería III Woodcock-Muñoz Pruebas de Aprovechamiento-III Applied Problems	AnWMAPR	WM Applied Problems total raw score	O01 - O63	0 - 63	0.84, 0.89, 0.91, 0.86	F06, S07, S08
Batería III Woodcock-Muñoz Pruebas de Aprovechamiento-III Applied Problems	AnWMAPS	WM Applied Problems total standard score	O01 - O63	0 - 200	0.84, 0.89, 0.91, 0.86	F06, S07, S08
Batería III Woodcock-Muñoz Pruebas de Aprovechamiento-III Applied Problems	AnWMAPW	WM Applied Problems W score	O01 - O63	NA	0.84, 0.89, 0.91, 0.86	F06, S07, S08
Batería III Woodcock-Muñoz Pruebas de Aprovechamiento-III Spelling	AnWMSR	WM Spelling total raw score	P01 - P59	0 - 59	0.66, 0.82, 0.85, 0.98	F06, S07, S08
Batería III Woodcock-Muñoz Pruebas de Aprovechamiento-III Spelling	AnWMSS	WM Spelling total standard score	P01 - P59	0 - 200	0.66, 0.82, 0.85, 0.98	F06, S07, S08
Batería III Woodcock-Muñoz Pruebas de Aprovechamiento-III Spelling	AnWMSW	WM Spelling W score	P01 - P59	NA	0.66, 0.82, 0.85, 0.98	F06, S07, S08
Bateria Woodcock-Munoz Pruebas de Aprovechamiento-III Word Attack	A3MWAR	WM Word Attack total raw score	S01 - S34	0 - 34	0.96, 0.94	S08
Bateria Woodcock-Munoz Pruebas de Aprovechamiento-III Word Attack	A3MWAS	WM Word Attack total standard score	S01 - S34	0 - 200	0.96, 0.94	S08
Bateria Woodcock-Munoz Pruebas de Aprovechamiento-III Word Attack	A3MWAW	WM Word Attack W score	S01 - S34	NA	0.96, 0.94	S08
Story and Print Concepts-Little Bear	AnSPCIRT	Story/print concepts IRT scale score	J01 - J13	0 - 14	0.70, 0.70, 0.78, 0.73	F06, S07, S08, S09

Table VII.1 (continued)

Instrument	Variable Name	Constructed/ Derived Variable	Instrument/ Questionnaire Items	Values	Reliability (Cronbach's alpha)	Data Collection Wave
Story and Print Concepts-Little Bear	AnSPCERR	Measurement error associated with story/print concepts IRT scale score	J01 - J13	NA	NA	F06, S07, S08, S09
Story and Print Concepts-Little Bear	AnSPCPRF	Story/print concepts proficiency score	J01 - J13	1 - 5	0.70, 0.70, 0.78, 0.73	F06, S07, S08, S09
Story and Print Concepts-Osito	AnSPCIRT	Story/print concepts IRT scale score	Q01 - Q13	0 - 14	0.70, 0.70	F06, S07
Story and Print Concepts-Osito	AnSPCERR	Measurement error associated with story/print concepts IRT scale score	Q01 - Q13	NA	NA	F06, S07
Story and Print Concepts-Osito	AnSPCPRF	Story/print concepts proficiency score	Q01 - Q13	1 - 5	0.70, 0.70	F06, S07
Mathematics Assessment Items from the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) PreK version	AnECMATH	ECLS-B math theta (ability estimate)	K01 - K23	-5 - 5	0.81, 0.87, 0.91, 0.87	F06, S07, S08, S09
Mathematics Assessment Items from the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) PreK version	AnECMCNT	How high child can count	K15 - K16	0 - 25	NA	F06, S07, S08, S09
Mathematics Assessment Items from the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) PreK version	AnECMIRT	IRT subtest score, ECLS-B math items only	K01 - K23	0 - 22	0.81, 0.87, 0.91, 0.87	F06, S07, S08, S09
Mathematics Assessment Items from the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) PreK version	AnECNSPR	Proficiency probability 1-ECLS-B math number and shape	K01 - K23	0 - 1	0.64, 0.51, 0.52, 0.39 (split half)	F06, S07, S08, S09

Table VII.1 (continued)

Instrument	Variable Name	Constructed/ Derived Variable	Instrument/ Questionnaire Items	Values	Reliability (Cronbach's alpha)	Data Collection Wave
Mathematics Assessment Items from the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) PreK version	AnECPnWT	ECLS-B math T-score relative to the population of Head Start children represented by the FACES sample	K01 - K23	0 - 100	0.81, 0.87, 0.91, 0.87	F06, S07, S08, S09
Mathematics Assessment Items from the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) PreK version	AnMATIRT	IRT scale score, W-J III Applied Problems and ECLS-B math items	K01 - K23, H01 - H63	0 - 44	0.81, 0.90, 0.92, 0.91	F06, S07, S08, S09
Child's Height	AnHEIGHT	Child Composite Height	F02	80 cm - 125 cm	NA	F06, S07, S08, S09
Child's Weight	AnWEIGHT	Child Composite Weight	F01	10 kg - 45 kg	NA	F06, S07, S08, S09
Child's Height and Weight	AnBMI	Child's BMI score	F01, F02	1st to 99th percentile	NA	F06, S07, S08, S09
Child's Height and Weight	AnBMICAT	Child's BMI Category	CHGENDER, AnCAGE, AnBMI	Underweight; normal weight; at risk for overweight; and overweight	NA	F06, S07, S08, S09
Direct Child Assessment	AnCAGE	Child Assessment Age in Months	Date of birth, date of testing	NA	NA	F06, S07, S08, S09

**Table VII.2. FACES 2006 Constructed/Derived Variables—Child Indirect Assessments**

Instrument	Variable Name	Constructed/Derived Variable	Instrument/ Questionnaire Items	Values	Reliability (Cronbach's alpha)	Data Collection Wave
Teacher Child Report-Social Skills	RnSSRS KRnSSRS	Social cooperation	RnC_a - RC_l, KRnG_a - KRnG_l	0-24	0.88, 0.89, 0.88, 0.89	F06, S07, S08, S09
Teacher Child Report-Classroom Conduct	RnBAGGR KRnBAGGR	Aggressive behavior	RnD_c, RnD_d, RnD_f, RnD_l KRnH_c, KRnH_d, KRnH_f, KRnH_l	0-8	0.83, 0.84, 0.84, 0.84	F06, S07, S08, S09
Teacher Child Report-Classroom Conduct	RnBHYPER KRnBHYPE	Hyperactive behavior	RnE_a, RnE_j , RnE_n, RnE_o, RnE_z, RnD_j, KRnH_a, KRnH_j, KRnH_n, KRnH_o, KRnH_z	0-12	0.86, 0.87, 0.85, 0.89	F06, S07, S08, S09
Teacher Child Report-Classroom Conduct	RnBHYPE2 KRnBHYP2	Hyperactive Behavior	RnD_a, RnD_b, RnD_j KRnH_a, KRnH_b, and KRnH_j	0-6	0.76, 0.77, 0.79	S07, S08, S09
Teacher Child Report-Classroom Conduct	RnBWITH KRnBWITH	Withdrawn behavior	RnD_e, RnD_g, RnD_h, RnD_i, RnD_k, RnD_m, RnD_n KRnH_g, KRnH_h, KRnH_l, KRnH_k, KRnH_m, KRnH_n	0-12	0.76, 0.76, 0.74, 0.74	F06, S07, S08, S09
Teacher Child Report-Classroom Conduct	RnBPROB, KRnBPROB	Total problem behaviors	RnD_c - RnD_n, RnBHYPER KRnH_c - KRnH_n, KRnBHYPE	0-36	0.90, 0.86, 0.85, 0.85	F06, S07, S08, S09
Teacher Child Report-Classroom Conduct	RnBPROB2 KRnBPRB2	Total problem behaviors	RnD_a - RnD_n KRnH_a - KRnH_n	0-24	0.83, 0.82, 0.86	S07, S08, S09
Teacher Child Report-PLBS Items	RnMOTIVE KRnMOTIV	Competence motivation	RnE_b, RnE_c, RnE_f, RnE_l, RnE_q, RnE_r, RnE_s, RnE_u, RnE_y, RnE_bb, RnE_cc KRnl_b, KRnl_c, KRnl_f, KRnl_g, KRnl_l, KRnl_r, KRnl_s, KRnl_u, KRnl_y, KRnl_bb, KRnl_cc	NA	0.80, 0.83, 0.80, 0.85	F06, S07, S08, S09
Teacher Child Report-PLBS items	RnPRSIST KRnPRSST	Attention/persistence	RnE_a, RnE_d, RnE_e, RnE_j, RnE_k, RnE_n, RnE_o, RnE_r, RnE_z KRnl_a, KRnl_d, KRnl_e, KRnl_j, KRnl_k, KRnl_n, KRnl_o, KRnl_r, KRnl_z	NA	0.87, 0.87, 0.85, 0.89	F06, S07, S08, S09
Teacher Child Report-PLBS items	RnATTUDE KRnATTUDE	Attitude toward learning	RnE_a, RnE_h, RnE_i, RnE_k, RnE_p, RnE_t, RnE_x, KRnl_a, KRnl_h, KRnl_i, KRnl_k, KRnl_p, KRnl_t,	NA	0.75, 0.74, 0.71, 0.75	F06, S07, S08, S09

Table VII.2 (continued)

Instrument	Variable Name	Constructed/Derived Variable	Instrument/ Questionnaire Items	Values	Reliability (Cronbach's alpha)	Data Collection Wave
			KRnl_x			
Teacher Child Report - PLBS items	RnTPLBS, KRnTPLBS	Total PLBS	RnE_a - RnE_f, RnE_h - RnE_l, RnE_n - RnE_u, RnE_x - RnE_z, RnE_bb, RnE_cc KRnl_a - KRnl_f, KRnl_h - KRnl_l, KRnl_n - KRnl_r, KRnl_t, KRnl_u, KRnl_x - KRnl_z, KRnl_bb, KRnl_cc	NA	0.91, 0.92, 0.88, 0.90	F06, S07, S08, S09
Teacher Child Report -Child Accomplishments	RnTPELS	Teacher report of child literacy behaviors	B1, B3, B5a, B5b, B5g	2-12	0.72, 0.73, 0.68	F06, S07, S08
Parent Interview	PnPELS	Parent Reported Emergent Literacy Scale (PELS)	F1, F2, F4, F5, F6	0-5	0.61, 0.35, 0.54	F06, S07, S08
Parent Interview	PnSSPAL	Home social skills/positive approaches to learning	G1a, G1b, G1f, G1i, G1g, G1n, G1r, G1s	0-16	0.67, 0.65, 0.68, 0.74	F06, S07, S08, S09
Parent Interview	PnPBEPRB	Home problem behaviors	G1c, G1d, G1e, G1h, G1j, G1k, G1l, G1m, G1o, G1q, G1t, G1u	0-24	0.70, 0.72, 0.74, 0.80	F06, S07, S08, S09
Parent Interview	PnPHYPER	Home hyperactive behavior	G1c, G1d, G1m, G1t	0-8	0.53, 0.57, 0.63	S07, S08, S09
Parent Interview	PnPAGGR	Home aggressive behavior	G1j, G1o	0-4	0.43, 0.46, 0.45	S07, S08, S09
Parent Interview	PnPWITH	Home withdrawn behavior	G1e, G1h, G1k	0-6	0.43, 0.45, 0.60	S07, S08, S09
Interviewer Ratings (direct child assessments)	AnATT	Attention	L_A1 - L_A10	0-30	0.97, 0.97, 0.97, 0.97	F06, S07, S08, S09
Interviewer Ratings (direct child assessments)	AnORG	Organization/impulse control	L_B1 - L_B8	0-24	0.94, 0.94, 0.94, 0.93	F06, S07, S08, S09

Table VII.2 (continued)

Instrument	Variable Name	Constructed/Derived Variable	Instrument/ Questionnaire Items	Values	Reliability (Cronbach's alpha)	Data Collection Wave
Interviewer Ratings (direct child assessments)	AnACT	Activity level	L_C1 - L_C4	0-12	0.91, 0.93, 0.92, 0.94	F06, S07, S08, S09
Interviewer Ratings (direct child assessments)	AnSOC	Sociability	L_D1 - L_D5	0-15	0.91, 0.92, 0.93, 0.94	F06, S07, S08, S09
Interviewer Ratings (direct child assessments)	AnCSR	Leiter examiner cognitive/ social raw score	AnORG, AnATT, AnACT, AnSOC	0-81	0.89, 0.98, 0.98, 0.98	F06, S07, S08, S09
Interviewer Ratings (direct child assessments)	AnCSS	Leiter examiner cognitive/ social standard score	AnSCR	50-126	0.89, 0.98, 0.98, 0.98	F06, S07, S08, S09

IRT scale scores derive from the mathematics assessment estimate of a child's score as if he/she had taken all items in an assessment (as the child may not receive all items based on basal or ceiling rules, for example), and is a measure of absolute performance. Estimates are model-based utilizing IRT to examine the probability of getting each item correct given the child's true ability, utilizing a pattern of right, wrong, and omitted answers to estimate the child's ability. To estimate the probability of getting an item correct, IRT uses the ability estimate along with the difficulty of the item, discrimination power of the item (that is, how well change in ability predicts the change in getting a particular item correct), and the probability of guessing correctly (for the lowest ability child). The IRT scale score is the sum across items of the probability the child would have gotten an item correct. Using a subset of items, IRT-based proficiency mathematics scores indicate the probability that a child would have passed a proficiency level and can be interpreted as the percentage of the population who has "mastered" that skill or skill set. The IRT parameters obtained from the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) preschool calibration were used to compute the proficiency probability of mathematics scores for the FACES sample. IRT was also used to estimate story and print concepts scale scores and proficiency levels.

Additionally, direct assessment measures such as the Peabody Picture Vocabulary Test–Fourth Edition (PPVT–4),<sup>1</sup> Woodcock-Johnson III Tests of Achievement (W-J III), and Bateria III include W scores,<sup>2</sup> which allow for measurement of change or growth in performance on the same scale over time. Like raw scores, these indicate absolute rather than relative performance.

Each score can be used to address different types of questions about children's skills and development. Raw and W- or IRT-based scores provide information on children's absolute performance at a specific point in time. Changes in these scores across waves indicate that the child

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<sup>1</sup> The PPVT-4 refers to these scores as growth score value (GSV).

<sup>2</sup> These measures also provide raw and standard scores.

is progressing developmentally and their skills are increasing in absolute terms. In contrast, an increase in a child's standard score towards the mean of 100 indicates that progress is being made relative to same-age peers or closing the gap with their peers.<sup>3</sup>

FACES 2006 provides the scores available with the standardized measures, such as the raw, standard, and W-scores, as well as original scores developed for new measures or scales. In the sections that follow, we describe briefly the cognitive scores constructed for children's mathematics and story and print concepts.

**Mathematics assessment scores.** The FACES 2006 mathematics assessment consisted of at least 29 items from the W-J III Applied Problems<sup>4</sup> subtest and at least 23 items selected from the preschool round of the ECLS-B<sup>5</sup>. The ECLS-B items, including content areas of classification, comparison, pattern, and shape recognition, were included in addition to the W-J III items to enhance the existing FACES assessment. In the W-J III Applied Problems section of the assessment, a ceiling rule for FACES was in effect from the start of the assessment: if a child incorrectly answered three consecutive items, the remaining W-J III items were not administered.<sup>6</sup>

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<sup>3</sup> A programming error in the direct child assessment affected children who were administered the Test de Vocabulario de Imágenes Peabody (TVIP) and were at least 5 years old. This programming error only affected children in spring 2008 and spring 2009 data collection waves. Those who were unable to achieve a basal were not allowed to test downward to establish a valid basal item. As a result, any raw or standard scores derived for these children would underestimate their skills and abilities. Rather than generating scores for these cases using data derived in the affected rounds only, we used data from prior rounds to provide a more complete picture of children's knowledge. That is, children were given credit for items that they had scored correctly in earlier rounds. Raw and standard scores were then generated using information from the current round, coupled with that from prior rounds. Raw scores for affected children (n=310 in spring 2008 and 180 in spring 2009) were calculated as the sum of corrects between the lowest and highest administered items. All affected children's scores using this alternative scoring approach are flagged in the data file (AnTVIPPE).

<sup>4</sup> Thirty-three items from the W-J III Applied Problems subtest were included in spring 2007, spring 2008, and spring 2009. Thirty items were included from the ECLS-B in spring 2008 and spring 2009.

<sup>5</sup> The spring 2008 and spring 2009 kindergarten ECLS-B mathematics assessment included the same ECLS-B items as those administered in the fall 2006 and spring 2007 waves, with seven additional, more difficult items from the ECLS-B kindergarten assessment. These were included in anticipation of assessing children with higher ability levels than the preschool items alone could accurately measure.

<sup>6</sup> The publisher's ceiling rule for the W-J III is six incorrect, consecutive items. Earlier cohorts and FACES 2006 adapted this rule.

In the ECLS–B section of the assessment, if 12 or more of the first 19 items were answered correctly, the remaining items were administered; otherwise the remaining items were skipped. Tests were discontinued at predetermined points if the child was struggling with the material or showing any distress. Mathematics assessment scores were created separately for the W–J III and the ECLS–B items as well as a combined score of mathematics ability across all items. The scores associated with the W–J III Applied Problems subtest include those from the publisher, listed in Table VII.1.

Scores from the ECLS–B mathematics items calculated are:

- **AnECMIRT<sup>7</sup>** is an IRT scale score that represents the number of items children would have answered correctly if they had taken all 44 questions included in the full battery of the ECLS–B preschool mathematics assessment.
- **AnECMATH** represents the child's mathematics ability (theta) as estimated through IRT on the ECLS–B math section only. While the IRT scale scores represent estimates of the number of items children would have answered correctly had they taken all 44 of the ECLS–B scorable questions in the national study's full battery, this math theta ability estimate represents performance on the items actually completed by the child.
- **AnECMCNT** is a numbers-right score that indicates the highest number the child counted to when administered the “count to 20” item in the ECLS–B section of the assessment.
- **AnECPnWT** is a standardized score (T-score) that provides norm-referenced measurements of achievement relative to the population of Head Start children represented by the FACES sample. It has a mean of 50 and a standard deviation of 10.
- **AnECNSPR** is an IRT proficiency probability score that estimates the probability that a child would have passed a proficiency level related to numbers and shapes. The ECLS–B includes a cluster of four items that measure a child's performance in identifying one-digit numerals, recognizing shapes, and counting. FACES included three of these items in this proficiency level. IRT was used to calculate proficiency probability scores based on the child's entire set of item responses in the content domain. The item cluster was treated as a single item for the purpose of IRT calibration. Scores can take on any value from zero to one. The mean of this set of scores represents the proportion of children who are proficient in naming numbers and shapes.

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<sup>7</sup> The “n” used in a variable name is a placeholder for the wave number with “1” referring to fall 2006, “2” spring 2007, “3” spring 2008, and “4” spring 2009. If a particular variable is listed with the “n” in the text, it was constructed in more than one wave.

Finally, an overall mathematics skills score was constructed from both the W-J III and ECLS–B math tasks. AnMATIRT represents the number of items children would have answered correctly had they taken all of the FACES (W-J III plus ECLS–B) scorable questions.<sup>8</sup> Note that the number of items administered on the FACES assessment increased with each wave. Furthermore, too few children responded to some of the more difficult items toward the end of the W-J III Applied Problems section, which caused them to be dropped from the IRT calculation; the last seven items were dropped in fall 2006 and spring 2007, and the last four items were dropped in spring 2008 and spring 2009.

**Story and Print Concept scores.** The Story and Print Concepts task is an adaptation of prereading assessment procedures developed by Clay (1979), Teale (1988, 1990), and Mason and Stewart (1989). It includes items designed to assess children’s knowledge of how print is used to convey meaning. AnSPCIRT represents the child’s concepts about print as estimated with an IRT scale score based on the 13 items in this task.

IRT was also employed to examine the hierarchy of difficulty of the tasks, resulting in five ordered levels. AnSPCPRF indicates the highest proficiency level with story and print concepts that children passed ranging from a minimum of one to a maximum of five for the appropriate level as noted below.<sup>9</sup>

- **Level 1.** Minimal to no understanding of story and print concepts. At this level, the child may have had no correct answers or not enough correct answers to pass any higher proficiency level.
- **Level 2.** Basic awareness of books (orienting the book correctly for reading, indicating the front of the book and the title).

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<sup>8</sup> In the fall of 2006, the number of scorable FACES items was 44 (22 W-J III items plus and ECLS–B items). In spring 2007, this number increased to 48 (26 W-J III items and 22 ECLS–B items) and 58 (29 W-J III items and 29 ECLS–B items) in spring 2008 and spring 2009.

<sup>9</sup> Our analyses matched the ordering of these proficiency levels to those obtained in FACES 2003.

- **Level 3.** Basic comprehension of the story, answering questions about the actions of the characters (where the main character wants to go, identifying at least one of the wishes of the main character).
- **Level 4.** Awareness of reading rules including where to start reading and the directionality when reading English print.
- **Level 5.** Ability to answer more complex comprehension questions such as identifying reality versus fantasy in the story and identifying the role of the author and illustrator.

**Physical development.** The FACES direct assessment includes measures of children’s height and weight. We briefly describe the procedures used to measure and weigh children (completed a minimum of two times) and the composites for children’s height, weight, and body mass index.

**Height (AnHEIGHT) and weight (AnWEIGHT).** Children’s height and weight were measured twice (and in some instances three times<sup>10</sup>) in metric units in FACES 2006 following a protocol that has been used in the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), ECLS–B, and other federal government surveys. First, we converted height to inches and weight to pounds by multiplying AnF02\_1 (and AnF02\_2) by 0.3937008 and AnF01\_1 (and AnF01\_2) by 2.20462262, respectively. If the first two measurements were equal, then this value was used as the composite height or weight. If both measurements were missing, then height (and weight) was coded as missing.<sup>11</sup> The method for dealing with inconsistent measurements differed between fall 2006 and subsequent waves.

In fall 2006, if the height values were less than two inches apart, or weight values less than five pounds apart, then the average of the two height and two weight values was computed and used as the composite value. Otherwise, among boys, the height composite was equal to the value that was

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<sup>10</sup> In spring 2007 and subsequent waves, a third height and weight measurement was collected when a difference between the first two measurements exceeded 2.0cm for height and 0.2kg for weight.

<sup>11</sup> Unless otherwise specified, we only created composite scores and constructed variables across all FACES 2006 instruments for children whose data comprised valid responses on at least 75 percent of the necessary source items.

closest to 43 inches (the average height for a five-year-old boy) if the boy was 5 years old; 45 ½ inches if the boy was 6 years old; 40 ½ inches if the boy was 4; 37-½ inches if the boy was 3 years old; and 34 inches if the boy was 2 years old. Similarly, the weight composite was equal to the value that was closest to 40 pounds (the average weight for a 5-year-old boy) if the boy was 5 years old; 46 pounds if the boy was 6 years old; 34 pounds if the boy was 4 years old; 30 pounds if the boy was 3 years old; and 28 pounds if the boy was 2 years. Among girls, the height composite was equal to the measurement that was closest to 42 ½ inches (the average height for a 5-year-old girl) if the girl was 5 years old; 45 ¼ inches if the girl was 6 years old; 39-¾ inches if the girl was 4 years old; 37 inches if the girl was 3 years old; 33-½ inches if the girl was 2 years old. The weight composite was equal to the value that was closest to 40 pounds (the average weight for a 5-year-old girl) if the girl was 5 years old; 44 pounds if the girl was 6 years old; 34 pounds if the girl was 4 years old; 30 pounds if the girl was 3 years old; and 26 pounds if the girl was 2 years old. The average height and weight values used in the variable construction for these children are based on Centers for Disease Control growth charts (Centers for Disease Control and Prevention, National Center for Health Statistics 2000), which are specific to gender and age in months.

In spring 2007 and subsequent waves, reconciling inconsistencies in height and weight involved taking an additional measurement. If any two of the three measurements of height and weight were equal, then this value was used as the composite. If none of the three measurements were equal, then the average of the two values that were closest together (or smallest difference in measurement) was used as the composite for height and weight. Any outliers, that is, composite values of height or weight that were at least one standard deviation above or below the sample mean, were coded as missing. Height and weight composites were constructed for all waves of FACES 2006.

**Body mass index or BMI (AnBMI).** The composite BMI (AnBMI) was calculated by taking the composite weight in pounds (AnWEIGHT) and dividing by the square of the composite height in inches (AnHEIGHT) and then multiplying by a conversion factor of 703.0696261393 for the

BMI unit of measure of  $\text{kg}/\text{m}^2$ . If either the height or weight composites were missing, then BMI was coded as missing. Any values of BMI that were at least three standard deviations above or below the sample mean were coded as missing. BMI was constructed for all waves of FACES 2006.

## 2. Indirect Child Assessments

Child outcome measures derived from the parent interview and Teacher Child Report (TCR) include criterion or raw scores of children's social-emotional development including social skills, problem behaviors, and approaches to learning. Scores capturing children's social skills and problem behaviors are derived from several established rating scales for young children (see Chapter III for more information on these scales). Composite scores are calculated as the sum of items and reflect the extent to which given statements are reflective of a child's behavior. Similarly, teachers and parents report on children's emergent literacy skills<sup>12</sup> with sum scores serving as a count of their skills in this area.

Teacher-reported approaches to learning scores are T-scores set to have a mean of 50 and a standard deviation of 10 and are scaled to illustrate children's performance relative to the average entering performance of the fall 2006 FACES sample. Thus, higher or increasing scores across waves indicate more positive approaches to learning as compared to when children first entered the program. Interviewer-reported scores of children's behavior during the direct assessment include raw and standard scores derived from the Leiter–R Examiner Rating Scale. Like others, these scores have a mean of 100 and a standard deviation of 15. Scores indicate performance relative to same-age peers.

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<sup>12</sup> Parents also report on children's early counting and language skills as part of this composite.

## **B. Composite and Derived Variables**

Four groups of variables linked to the conceptual framework were constructed for composites: (1) child and family characteristics, including basic demographic information such as race/ethnicity, gender, and age and more complex information such as family structure, household income, children's disabilities, and sociodemographic risk; (2) family processes and parenting, including maternal depressive symptoms, home educational activities, household and family routines, and access to health care; (3) characteristics of Head Start teachers and classrooms, including teacher depressive symptoms, beliefs about early childhood educational practices, and observed classroom quality; and (4) characteristics of Head Start programs, including staff perceptions about program management and support. Tables VII.3, VII.4, VII.6, and VII.7 list the four groups of composite and derived variables and include variable name, label, and source items used to construct the variable, values, and data collection waves in which the variable is available. More information on this can be found in Appendix G.

### **1. Child and Family Characteristics**

A series of constructed or derived variables were developed for child and family characteristics. Table VII.3 outlines the instrument, variable name, variable label, questionnaire items, values, and data collection waves. We briefly describe the development of composites for child gender, family income, family structure, and risk indices given the more complex nature of these composites, which rely on multiple information sources or other composites.

**Table VII.3. FACES 2006 Constructed/Derived Variables—Child and Family Characteristics**

Instrument	Variable Name	Constructed/ Derived Variable	Instrument/ Questionnaire Items	Values	Data Collection Wave
Parent Interview	PnINCOME	Household annual income	M3, M4 - M6, J21	\$5,000 or less; \$5,001 to \$10,000; \$10,001 to \$15,000; \$15,001 to \$20,000; \$20,001 to 25,000; \$25,001 to \$30,000; \$30,001 to \$35,000; \$35,001 to \$40,000; \$40,001 to \$50,000; \$50,001 to \$75,000; more than \$75,000.	F06, S07, S08, S09
Parent Interview	PnFMSTRC	Family structure	SC9, B5	biological mother and father; biological mother only; biological father only; non-biological mother and father; non-biological mother and biological father; biological mother and non-biological father; biological grandparents; other	F06, S07, S08, S09
Parent Interview	PnHHSIZE	Household size	B5	2 or 3; 4 or 5; 6 or more	F06, S07, S08, S09
Parent Interview		Region	Information comes from sampling frame	Northeast; South; Midwest; West	
Parent Interview		Urban/rural	Information comes from sampling frame	Urban; rural	
Parent Interview	PnASSIST	Multiple public assistance	M1a - M1h	receives multiple public assistance; does not receive multiple public assistance	F06, S08
Parent Interview	PnPOVRTY	Poverty status	M3, J21, PnHHSIZE	Below poverty threshold; at or above poverty threshold	F06, S07, S08, S09
Parent Interview	PnPOVRTO	percentage of poverty threshold/severity of poverty	M3, J21, PnHHSIZE	Below 50%; between 50% and 100%; between 100% and 135%; between 135% and 185%; between 185% and 200%; above 200%	F06, S07, S08, S09
Parent Interview	P1RHHLNG	Household's language	D07, D10	Language majority; language minority	F06
Parent Interview	PnNUMSIB	Number of siblings	B5	NA	F06, S07, S08
Parent Interview	P1RHHRT0, P3HHRTIO	Household dependence ratio	B1, B2	NA	F06, S08

Table VII.3 (continued)

Instrument	Variable Name	Constructed/ Derived Variable	Instrument/ Questionnaire Items	Values	Data Collection Wave
Parent Interview	P1RMARTL, P3MARITL	Parents' marital status	B9, J15, PnFMSTRC	Married; not married; not a two parent household	F06, S08
Parent Interview	PnFMRISK	Family risk index	PnFMSTRC, P1RMOMED, P1RHHLNG, PnPOVRTY	0 - 4	F06, S07, S08, S09
Parent Interview	P1ECRISK	Economic family risk index	P1FMSTRC, P1MOMED, P1POVRTY	0 - 3	F06
Parent Interview	P1RMOMED	Mother's highest education level	J24 (or L24)	Less than high school; high school diploma or GED; voc/tech diploma or some college or AA; bachelor's degree or higher	F06
Parent Interview	P1RDADED	Father's highest education level	K24 (or L24)	Less than high school; high school diploma or GED; voc/tech diploma or some college or AA; bachelor's degree or higher	F06
Parent Interview	PnMOMEMP	Mother's employment status	J17, J18, J19, J21	Working full-time; working part-time; looking for work; not in labor force	F06, S07, S08, S09
Parent Interview	PnDADEMP	Father's employment status	K17, K18, J19, K21	Working full-time; working part-time; looking for work; not in labor force	F06, S07, S08, S09
Parent Interview	PnPDISB	Parent has disability	Q3, Q4	Yes; no	F06, S08, S09
Parent Interview	P1RMAGE	Mother's age	SC7, SC9, J8	NA	F06
Parent Interview	P1RFAGE	Father's age	SC7, SC9, B4, B5, K8	NA	F06
Parent Interview	MRACE	Mother's race/ethnicity	J10, J12 (or L10, L12)	White non-Hispanic; African-American non-Hispanic; Hispanic/Latino; American Indian or Alaska Native; Asian or Pacific Islander; multiracial/biracial non-Hispanic; other race non-Hispanic	F06

Table VII.3 (continued)

Instrument	Variable Name	Constructed/ Derived Variable	Instrument/ Questionnaire Items	Values	Data Collection Wave
Parent Interview	FRACE	Father's race/ethnicity	K10, K12 (or L10, L12)	White non-Hispanic; African-American non-Hispanic; Hispanic/Latino; American Indian or Alaska Native, Asian or Pacific Islander; multiracial/biracial non-Hispanic; other race non-Hispanic	F06
Parent Interview	P1PBrnUS	Both child's parents born in the U.S.	J13, K13	Both parents born in US; one parent born outside US; both parents born outside US	F06
Parent Interview	CRACE	Child's race/ethnicity	A3, A5	White non-Hispanic; African-American non-Hispanic; Hispanic/Latino; American Indian or Alaska Native; Asian or Pacific Islander; multiracial/biracial non-Hispanic; other race non-Hispanic	F06
Parent Interview	CHGENDER	Child's gender	A1	Male; female	F06
Parent Interview	P1RCAGE	Child's age	A2	NA	F06
Parent Interview	PnCHDISB	Child has disability	PnCSPLNG, PnCAUTSM, PnCRETRD, PnCCEMOTN, PnCTRBRI, PnCSNSRY, PnCORTHO	Yes; no	F06, S07, S08, S09
Parent Interview	PnCSPLNG	Child speech or language impairment	P27, P28, P29_1, P29_2, P30, P31, P32, P33_4	Yes; no	F06, S07, S08, S09
Parent Interview	PnCAUTSM	Child autism or pervasive developmental disorder	P17, P18, P19_3, P27, P28, P29_3, P30, P31, P32, P33_5	Yes; no	F06, S07, S08, S09
Parent Interview	PnCRETRD	Child mental retardation or cognitive impairment	P17, P18, P19_1, P27, P28, P29_4, P30, P31, P32, P33_6	Yes; no	F06, S07, S08, S09
Parent Interview	PnCCEMOTN	Child emotional/behavioral impairment	P17, P18, P19_2, P27, P28, P29_5, P30, P31, P32, P33_7	Yes; no	F06, S07, S08, S09

Table VII.3 (continued)

Instrument	Variable Name	Constructed/ Derived Variable	Instrument/ Questionnaire Items	Values	Data Collection Wave
Parent Interview	PnCSNSRY	Child sensory impairment	P30, P31, P32, P33_2, P33_3, P36, P37, P38, P39_3, P39a, P39b	Yes; no	F06, S07, S08, S09
Parent Interview	PnCTRBRI	Child traumatic brain injury	P17, P18, P19_4	Yes; no	F06, S07, S08, S09
Parent Interview	PnCORTHO	Child orthopedic impairment	P23, P24, P25_1, P25_3	Yes; no	F06, S07, S08, S09
Parent Interview	PnCMULIM	Child multiple impairment	PnCSPLNG, PnCAUTSM, PnCRETRD, PnCCEMOTN, PnCTRBRI, PnCSNSRY, PnCORTHO	Yes; no	F06, S07, S08, S09
Parent Interview	P3Enroll	Child's enrollment status	PKYEAR, KGYEAR	Head Start; kindergarten	S08
Parent Interview	PnPrgTyp	Program type	P3Enroll, Tn_AMPFD, KRnE02, PnCC01	Full day Head Start; half day Head Start; home-based Head Start; full day kindergarten; half day kindergarten	F06, S07, S08, S09

**Child gender (CHGENDER).** This composite was derived using the gender indicated in the parent interview (PnA01). If that was not available, we used the gender recorded in the Survey Management System (SMS), which came from the parent consent form or center records. It is based on fall 2006 data and, in some instances, spring 2007 data (if fall data were missing). It is also accompanied by a flag that identifies children whose spring 2007 data were used for the composite, CHGNDR\_F.

**Family income (PnINCOME).** The family income composite was derived using items PnM03amt, PnM03per, and PnJ21 from the parent interview. A continuous income variable was created from these survey items by multiplying the amount (PnM03amt) by the appropriate factor based on the period (PnM03per) to convert all responses to annual income. Values of this

continuous income variable were used to categorize cases for PnINCOME, which was constructed for all waves of FACES 2006.

In the first three waves of FACES 2006, when PnINCOME could not be constructed due to out of range or missing values, the continuous income variable was imputed. We employed a Sequential Regression Multivariate Imputation (SRMI) method (Raghunathan et al. 2001) that utilizes a prediction model containing many predictors.<sup>13</sup> Using IVEware software (Raghunathan et al. 2002), this multiple imputation technique produces multiple imputed datasets. We chose this method because it: (1) can incorporate a large number of important variables in the model; (2) appropriately models (given the predictors) the regression of imputed variable depending on its type; and (3) provides stable imputed data by performing imputation iteratively and multiple times.<sup>14</sup>

The imputation process begins by imputing all covariates with missing values starting with the least number of missing. This sequential process of imputing is continued and updates itself every time a variable has been imputed from the previous step. It continues until all of the missing variables have been imputed and a complete non-missing dataset has been created. We implemented SRMI for 10 rounds in performing imputation five times. The first imputed data set value was used in FACES 2006 to construct PnINCOME.

In fall 2006, imputation of income was done in two steps: (1) when categorical income was available, an imputed value was constrained to that income range, and (2) when categorical income

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<sup>13</sup> Covariates used in IVEware for the imputation of the continuous income variable were chosen as those that are statistically significant ( $\alpha = 0.05$ ) from generalized linear models. Covariates included home language, number of adults and children in the household, presence of the biological mother and father in the household, family structure, father's and mother's employment status, father's and mother's race/ethnicity, mother's highest education, parent disability status, health care coverage of parent interview respondent (private insurance, Medicaid, or Medicare), child health care coverage through Medicaid, receipt of multiple public assistance, receipt of particular assistance (e.g., welfare/TANF, unemployment insurance, food stamps), number of adults contributing to the household income, type of housing, housing status (own, rent, or public housing), and whether an adult in the household reduced or skipped meals.

<sup>14</sup> In general, another important consideration of using multiple imputations is that it provides better variance estimation if the correct variance formula based on multiple imputations is implemented in the data analysis. In our application here, however, only one set of imputed data is kept.

was missing, imputation was not constrained to income range with previously imputed values from the first step and were treated as the true value from the parent interview. In spring 2007 and spring 2008, similar imputation procedures were conducted. For covariates that do not change over time, such as race and age (age was increased by one each year), we manually imputed the old values. In addition, when imputing continuous income for the newer wave, true values from prior wave(s) were included as predictor(s). A flag (PnINCIMP) identifies children whose PnINCOME is based on imputed values for fall 2006, spring 2007, and spring 2008.

For spring 2009, the continuous income variable was not imputed if it was missing. For these children, P4INCOME was constructed using items P4M04 through P4M06 from the parent interview. If any of these items were missing, then values of PnINCOME from prior waves were used for P4INCOME.<sup>15</sup>

**Family structure (PnFMSTRC).** The family structure composite was derived using items Pn\_SC9 and PnB05 from the parent interview. Two dichotomous variables were derived from survey items to indicate whether the biological mother and biological father, respectively, are present in the household. The values on these variables and PnB05 were used to categorize the PnFMSTRC variable. Family structures that did not include the presence of biological parents, stepparents, or biological grandparents were classified as “other.” For missing parent interview data, PnFMSTRC was coded as missing.

**Family risk index (PnFMRISK) and family economic risk index (PnECRISK).** There were two risk indices derived using FACES 2006 data. They each provide information on the cumulative risks of children’s families. Children whose families have higher risks are viewed as being more disadvantaged than those with fewer risks. The family risk index (PnFMRISK) is the number

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<sup>15</sup> Values were used in the following order: P3INCOME, then P2INCOME, and last, P1INCOME.

of sociodemographic risks experienced by the family and includes single parenthood (PnFMSTRC), low maternal education (P1RMOMED), household poverty (PnPOVRTY), and language minority status (P1RHHLANG) in its calculation.<sup>16</sup>

1. **Single parent household.** A dichotomous variable was defined based on PnFMSTRC (discussed above) to identify children whose family structure was either a single mother or father (PnFMSTRC = 2 or 3). If PnFMSTRC was missing, then the dichotomous variable was also coded as missing.
2. **Mother's education less than high school diploma.** P1RMOMED is a categorical variable with four classifications of mother's highest education: (1) less than high school diploma, (2) high school diploma or GED, (3) vocational/technical diploma, associate degree, or some college, and (4) bachelor's degree or higher. A dichotomous variable was created to identify children whose mother does not have a high school diploma (P1RMOMED = 1); if mother's education was missing, then the dichotomous variable was also coded as missing.
3. **Household income below federal poverty threshold.** PnPOVRTY is a dichotomous variable identifying a family below the poverty line based on Census Poverty Thresholds.<sup>17</sup>
4. **Home language minority.** P1RHHLANG is a dichotomous variable identifying a family whose primary language spoken at home (to the child) is a language other than English.

The risk index was calculated by summing these four dichotomous variables. If any of these variables were missing, then PnFMRISK was coded as missing. Scores on PnFMRISK range from 0 to 4 and it was calculated for all waves of FACES 2006.

The family economic risk index (P1ECRISK) is similar to PnFMRISK in that it is an index of the number of economic risks experienced by the family, but it does not include home language minority status. Three of the dichotomous variables used to construct PnFMRISK—single parenthood, low maternal education, and household poverty—are summed to create P1ECRISK. It was calculated for fall 2006 only and values range from 0 to 3.

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<sup>16</sup> Both P1RMOMED and P1RHHLANG were only collected in fall 2006 and thus the calculation of PnFMRISK is based on fall 2006 data with regard to these two variables.

<sup>17</sup> See [www.census.gov/hhes/www/poverty/threshld.html](http://www.census.gov/hhes/www/poverty/threshld.html) for the annual thresholds. As an example, in 2006, the poverty line for a family of four was \$20,614.

**Table VII.4. FACES 2006 Constructed/Derived Variables—Family Processes and Parenting**

Instrument	Variable Name	Constructed/Derived Variable	Instrument/ Questionnaire Items	Values	Data Collection Wave
<b>Parent Interview (Section D: Activities with Your Child)</b>					
Parent Interview	PnReads	Read 3+ times per week	D1	0, 1	F06, S07, S08, S09
Parent Interview	PnPWkAct	Number of parent-child activities	D3a - D3k	0-11	F06, S07, S08, S09
Parent Interview	PnPMoAct	Number of outside activities	D4a - D4k	0-11	F06, S07, S08, S09
Parent Interview	PnRReads	Mom reads	D6	0, 1	F06, S07, S08, S09
<b>Parent Interview (Section E: Child's Activities)</b>					
Parent Interview	PnScreen	Plays inside with screens	E3a, E3b, E3e, E3g, E3h	0, 1	F06, S07, S08
Parent Interview	PnNoScrn	Plays inside no screens	E3d, E3f	0, 1	F06, S07, S08
Parent Interview	PnTimeTV	Time spent watching TV	E3a, E4a	0, 0.5, 1.5, 2.5 hours	F06, S07, S08
Parent Interview	PnTimeVd	Time spent watching video/DVD	E3b, E4b	0, 0.5, 1.0, 1.5, 2.0, 2.5, 3.0, 4.0, 5.0 hours	F06, S07, S08
Parent Interview	PnTmOtsd	Time spent playing outside	E3c, E4c	0, 0.5, 1.5, 2.5 hours	F06, S07, S08
Parent Interview	PnTmRead	Time spent reading	E3d, E4d	0, 0.5, 1.5, 2.5 hours	F06, S07, S08
Parent Interview	PnTmNoSc	Time spent playing inside with toys	E3f, E4f	0, 0.5, 1.5, 2.5 hours	F06, S07, S08
Parent Interview	PnTmVdGm	Time spent playing video games	E3e, E4e	0, 0.5, 1.5, 2.5 hours	F06, S07, S08
Parent Interview	PnTmCmGm	Time spent playing computer games	E3g, E4g	0, 0.5, 1.5, 2.5 hours	F06, S07, S08
Parent Interview	PnTmComp	Time spent using computer other than games	E3h, E4h	0, 0.5, 1.5, 2.5 hours	F06, S07, S08
Parent Interview	PnYrdPrk	Yard or park available near home	E6, E7	0, 1	S07, S08

Table VII.4 (continued)

Instrument	Variable Name	Constructed/Derived Variable	Instrument/ Questionnaire Items	Values	Data Collection Wave
<b>Parent Interview (Section H: Household Routines)</b>					
Parent Interview	PnMilk	Enough milk	H2	0, 1	F06, S07, S08, S09
Parent Interview	PnNoSoda	No soda	H4	0, 1	F06, S07, S08, S09
Parent Interview	PnNoFstF	No fast food	H5	0, 1	F06, S07, S08, S09
Parent Interview	PnModSwt	Moderate sweets	H6	0, 1	F06, S07, S08, S09
Parent Interview	PnModSnk	Moderate snacks	H7	0, 1	F06, S07, S08, S09
Parent Interview	PnRegBed	Regular bed time	H8, H9	0, 1	F06, S07, S08, S09
Parent Interview	PnSlpTm	Sleep time	H8, H10	0-24 hours	F06, S07, S08, S09
Parent Interview	PnWarm	Parental warmth score	H16c, H16e, H16g, H16i, H16m	1-5	S07, S08
Parent Interview	PnEnergy	Parental energy score	H16b, H16j, H16l	1-5	S07, S08
Parent Interview	PnAuthtv	Parental authoritative score	H16a, H16d, H16e, H16k	1-5	S07, S08
Parent Interview	PnAuthrn	Parental authoritarian score	H16f, H16h, H16m	1-5	S07, S08
<b>Parent Interview (Section I: Parent Involvement and Satisfaction with Head Start )</b>					
Parent Interview	PnPlnvHS	Parent involvement in Head Start	I01a - I01o	1-15	S07, S08
Parent Interview	PnPVolHS	Parent volunteered in any way at Head Start this year	I01a, I01c, I01d, I01k, I01m, I01n	0, 1	S07, S08
Parent Interview	PnPCIsHS	Parent observed class or met with Head Start staff this year	I01b, I01g, I01h	0, 1	S07, S08
Parent Interview	PnPSocHS	Parent attended social event, attended event with other adult, or called other Head Start parent this year	I01e, I01f, I01i, I01j, I01l	0, 1	S07, S08
Parent Interview	PnNInvHS	Number of issues that kept parent from participating in Head Start this year	I02a - I02n	1-14	S07, S08
<b>Parent Interview (Section N: Child Care)</b>					
Parent Interview	PnHmCare	Any home	N6, N13	0, 1	F06, S07, S08, S09

Table VII.4 (continued)

Instrument	Variable Name	Constructed/Derived Variable	Instrument/ Questionnaire Items	Values	Data Collection Wave
Parent Interview	PnNHomes	Number homes	N6, N7, N13, N14	0, 1, 2, 3, 4+	F06, S07, S08, S09
Parent Interview	PnWCCFee	Weekly fee	N1, N3, N6, N10, N13, N17, N20, N21, N22, N24, PnHrWkCC	NA	F06, S07, S08, S09
Parent Interview	PnAnyCCr	Any child care before or after Head Start	N1, N6, N13	0, 1	F06, S07, S08, S09
Parent Interview	PnNumTCC	Number of types of child care arrangements	N1, N6, N13	0-3	F06, S07, S08, S09
Parent Interview	PnTypeCC	Primary type of child care	N1, N4, N6, N9, N11, N13, N15, N18	0, 1, 1.5, 2, 3, 3.5, 4, 5, 6	F06, S07, S08, S09
Parent Interview	PnNumCC	Total number of child care arrangements	N2, N7, N14	NA	F06, S07, S08, S09
Parent Interview	PnHrWkCC	Number of hours per week in child care	N1, N4, N6, N13, N11, N18, N21	NA	F06, S07, S08, S09
<b>Parent Interview (Section P: Child Health)</b>					
Parent Interview	PnLowWgt	Low birth weight	P2, P3	0, 1	F06
Parent Interview	PnERReg	ER for regular medical care	P5	0, 1	F06, S07, S08, S09
Parent Interview	PnLastDr	Last regular checkup <1 year ago	P7	0, 1	F06, S07, S08, S09
Parent Interview	PnLastDn	Last regular dentist <1 year ago	P8	0, 1	F06, S07, S08, S09
Parent Interview	PnInsurC	Any health insurance—child	P9a - P9f	0, 1	F06, S07, S08, S09
Parent Interview	PnInjury	Any injury	P10	0, 1	F06, S07, S08, S09
<b>Parent Interview (Section Q: Family Health)</b>					
Parent Interview	PnInsurR	Any health insurance—respondent	Q2a - Q2e	0, 1	F06, S07, S08, S09
Parent Interview	PnSmoke	Any household member smokes	Q5, Q7	0, 1	S07, S08, S09
Parent Interview	PnAlcPrb	Household member got in trouble with family or friends, police, or job due to alcohol	Q15a1, Q15b1, Q15c1	0, 1	S07, S08
Parent Interview	PnDrgPrb	Household member got in trouble with family or friends, police, or job due to drugs	Q15a2, Q15b2, Q15c2	0, 1	S07, S08

Table VII.4 (continued)

Instrument	Variable Name	Constructed/Derived Variable	Instrument/ Questionnaire Items	Values	Data Collection Wave
<b>Parent Interview (Section R: Home and Neighborhood Characteristics)</b>					
Parent Interview	PnWitnes	Respondent witness crime	R1a - R1d	0-4	F06, S07
Parent Interview	PnPartAb	Intimate partner abuse	R2, R3	0, 1	F06, S07
Parent Interview	PnRelAb	Other family abuse	R2, R3	0, 1	F06, S07
Parent Interview	PnRelCr2	Family crime/jail	R8 - R10	0-2	F06, S07
Parent Interview	PnUnsafR	Unsafe relationships	R11, R12	0-2	F06, S07
Parent Interview	PnCWitns	Child witness crime	R4 - R7	0-4	F06, F07
Parent Interview	PnUnsfHm	Child or parent victimized in neighborhood or feels unsafe	PnWitnes, PnPartAb, PnRelAb, PnUnsafR, PnCWitns	0, 1	F06, F07
<b>Parent Interview (Section S: Community Services)</b>					
Parent Interview	PnNumSrv	Number of types of services received	S2a - S2m	0-13	S07, S08
<b>Parent Interview (Section T: Social Support)</b>					
Parent Interview	PnHelpAl	Number of types of help parent can always get	T1a - T1f	0-6	S07, S08, S09
Parent Interview	PnHlpPPI	Number of types of people parent finds very helpful	T2a - T2m	0-13	S07, S08, S09
Parent Interview	PnHlpFam	Parent finds family member(s) very helpful	T2a - T2e	0, 1	S07, S08, S09
Parent Interview	PnHlpFrd	Parent finds friend(s) very helpful	T2f, T2g, T2j, T2l	0, 1	S07, S08, S09
Parent Interview	PnHlpPro	Parent finds professional(s) very helpful	T2h, T2i, T2k	0, 1	S07, S08, S09
<b>Parent Interview (Section U: Your Feelings)</b>					
Parent Interview	PnDepSco	Parent depressive symptoms	U1a - U1l	0-36	F06, S07, S08, S09
Parent Interview	PnDepCat	Parent depressive symptoms categories	PnDepSco	Not depressed; Mildly depressed; Moderately depressed; Severely depressed	F06, S07, S08, S09

Table VII.4 (continued)

Instrument	Variable Name	Constructed/Derived Variable	Instrument/ Questionnaire Items	Values	Data Collection Wave
<b>Parent Interview (Section W: Head Start Concluding Questions)</b>					
Parent Interview	PnPSaHSC	Parent satisfaction with Head Start-child related subscale	W1a, W1d, W1f, W1g	1-4	S07, S08
Parent Interview	PnPSaHSP	Parent satisfaction with Head Start-family related subscale	W1b, W1c, W1e, W1h	1-4	S07, S08
Parent Interview	PnPEpHS	Parent and child experiences in Head Start	W2a - W2i, W2k, W2m, W2n	1-4	S07, S08
<b>Parent Interview (Sections CC and FF: Kindergarten)</b>					
Parent Interview	PnHrWkK	Number of hours per week in kindergarten	CC2, CC3	NA	S08, S09
Parent Interview	PnSTRtoK	Ratio of students to teachers in child's classroom	CC9, CC10	NA	S08, S09
Parent Interview	PnFF13a	Parent attended general school meeting	FF1a, FF3a	0, 1	S08, S09
Parent Interview	PnFF13b	Parent went to regularly-scheduled parent-teacher conference	FF1b, FF3b	0, 1	S08, S09
Parent Interview	PnFF13c	Parent attended school or class event	FF1c, FF3c	0, 1	S08, S09
Parent Interview	PnFF13d	Parent acted as volunteer at the school or served on a school committee	FF1d, FF3d	0, 1	S08, S09

## 2. Family Processes and Parenting

We describe here the development of derived variables for parent depressive symptoms as well as coding of their job information (title, duties) into occupation codes. Table VII.4 outlines the instrument, variable name, variable label, questionnaire items, values, and data collection wave for these and other family processes and parenting variables.

**Depressive symptoms (PnDEPSCO and PnDEPCAT).** The parent's depression score (PnDEPSCO) was calculated from responses to 12 items (PnU01a through PnU01l) on the parent interview, which were based on the short form of the Center for Epidemiologic Studies-Depression scale (CES-D). These items were first recoded so that responses ranged from 0 to 3 instead of 1 to 4. PnDEPSCO was calculated from the sum of these survey items. If any one of these items was missing, then PnDEPSCO was calculated by multiplying the average of the other 11 items by 12. If any two items were missing, then PnDEPSCO was calculated by multiplying the average of the other 10 items by 12. If three or more items were missing, then PnDEPSCO was coded as missing. Continuous depression scores range from 0 to 36. Internal consistency reliability estimates (Cronbach's alpha) ranged from 0.88 to 0.91 across data collection waves.

Values from the continuous score (PnDEPSCO) were used to categorize the level of depressive symptoms (PnDEPCAT). Cases with values of PnDEPSCO from 0 to 4 were categorized as "not depressed" (PnDEPCAT = 1); from 5 to 9 were "mildly depressed" (PnDEPCAT = 2); from 10 to 14 were "moderately depressed" (PnDEPCAT = 3); and 15 or higher were categorized as "severely depressed" (PnDEPCAT = 4). Any cases for which PnDEPSCO was missing were coded as missing on PnDEPCAT. Both variables were computed for all waves of FACES 2006.

**Occupation coding.** In FACES 2006, we provided a code for the occupation of the mother and father and, if neither the mother nor father completed the interview, the parent interview respondent (PnJ23, PnK23, and PnL23, respectively). Employment status was obtained in Section J for the child's mother, Section K for the child's father, and Section L for a parent interview

respondent who was not the child's mother or father. The parent interview included items on where the person works, type of business, job title, and main duties. Verbatim responses were coded referencing the Bureau of Labor Statistics' 2000 Standard Occupational Classification, a system for classifying all occupations in the economy, including private and public occupations in which work is performed for pay or profit. Occupations are classified based on work performed, skills, education, training, and credentials. FACES 2006 uses its own two-digit code that corresponds to the major groups in the Standard Occupational Classification as well as collapsing minor groups across major groups. It also includes miscellaneous codes for low frequency occupations and individuals who have never worked or are homemakers (Table VII.5). We performed a quality assurance check for 10 percent of all coded responses, including cases coders flagged for review that they were unable to or did not know how to code. Verbatim responses are not included on the data file.

**Table VII.5. FACES 2006 Occupation Classifications**

Code	Occupation
01	Executive, administrative, and managerial occupations
02	Engineers, surveyors, and architects
03	Natural scientists and mathematicians
04	Social scientists, social workers, religious workers, and lawyers
05	Teachers
06	Health diagnosing and treating practitioners
07	Registered nurses, pharmacists, dietitians, therapists, and physician's assistants
08	Writers, artists, entertainers, and athletes
09	Health technologists and technicians
10	Technologists and technicians, except health
11	Marketing and sales occupations
12	Administrative support occupation, including clerical
13	Service occupations
14	Agricultural, forestry, and fishing occupations
15	Mechanics and repairers
16	Construction and extractive occupations
17	Precision production occupations
18	Transportation and materials moving occupations
19	Handlers, equipments cleaners, helpers, and laborers
20	Miscellaneous occupations
21	Never worked/homemaker

### 3. Head Start Teacher and Classroom Characteristics

Derived or constructed variables concerning Head Start teacher or classroom characteristics come from one of two sources: (1) the Head Start teacher interview (conducted in fall 2006 and spring 2007, and then spring 2008 for children still attending Head Start as opposed to those who went on to kindergarten) and (2) the Head Start classroom observation (conducted in spring 2007). We first describe derived variables for class size and child/adult ratios that have separate variables from both sources. Then we explain a subset of derived variables on teacher characteristics from the Head Start teacher interview, and finally we highlight particular variables constructed from the classroom observation. Table VII.6 outlines the instrument, variable name, variable label, questionnaire items, values, and data collection wave. The table also includes reliability information (that is, internal consistency) on scales constructed from items included in the teacher interview or as part of the classroom observation.

**Table VII.6. FACES 2006 Constructed/Derived Variables—Head Start Teachers and Classrooms Characteristics**

Instrument	Variable Name	Constructed/Derived Variable	Instrument/ Questionnaire Items	Values	Data Collection Wave
Teacher Interview	T1RDASC T3DASCOR	Developmentally appropriate attitudes scale	B6a, B6b, B6c, B6e, B6f, B6j, B6k, B6l, B6o	1-10	F06, S08
Teacher Interview	T1RDASC2 T3DASCO2	Developmentally appropriate attitudes scale	B6c, B6d, B6e, B6f, B6g, B6h, B6k, B6l, B6o	1-10	F06, S08
Teacher Interview	T1RDISC T3DISCOR	Developmentally appropriate attitudes scale—didactic subscale	B6b, B6e, B6k, B6l, B6o	1-5	F06, S08
Teacher Interview	T1RDISC2 T3DISCO2	Developmentally appropriate attitudes scale—didactic subscale	B6e, B6g, B6j, B6k, B6l, B6o	1-5	F06, S08
Teacher Interview	T1RINSC T3INTSCO	Developmentally appropriate attitudes scale—child-initiated subscale	B6c, B6d, B6f, B6i, B6m	1-5	F06, S08
Teacher Interview	T1INSC2 T3INSCO2	Developmentally appropriate attitudes scale—child-initiated subscale	B6a, B6c, B6d, B6f, B6i	1-5	F06, S08

Table VII.6 (continued)

Instrument	Variable Name	Constructed/Derived Variable	Instrument/ Questionnaire Items	Values	Data Collection Wave
Teacher Interview	T1RLTRSC T3LTRSCO	Developmentally appropriate attitudes scale-teach letters subscale	B6j, B6l, B6n	1-5	F06, S08
Teacher Interview	T1RRWDSC T3RWDSO	Developmentally appropriate attitudes scale-explicit rewards subscale	B6g, B6h	1- 5	F06, S08
Teacher Interview	TnDEPSCO	Teacher depressive symptoms, CES-D score	C1a - C1l	0-36	F06, S07, S08
Teacher Interview	TnDEPCAT	Teacher depressive symptoms, CES-D categories	TnDEPSCO	Not depressed; Mildly depressed; Moderately depressed; Severely depressed	F06, S07, S08
Teacher Interview	TnMNGSPT	Program management support	B4a - B4l	1-5	S07, S08
Teacher Interview	TnCSIZE	Class size	A1	NA	F06, S07, S08
Teacher Interview	TnCTRTIO	Child/teacher ratio	A1, A2, A3	NA	F06, S07, S08
Teacher Interview	TnCARTIO	Child/adult ratio	A1, A2, A3, A4	NA	F06, S07, S08
Classroom Observation	O2ARNETT	Arnett total	D1 - D30	1-90	S07
Classroom Observation	O2ARSNST	Arnett-sensitivity subscale	D1, D3, D6, D7, D8, D11, D14, D16, D19, D25	1-30	S07
Classroom Observation	O2ARHRSH	Arnett-harshness subscale	D2, D4, D10, D12, D17, D20, D22, D24, D26	1-27	S07
Classroom Observation	O2ARDTCH	Arnett - Detachment Subscale	D5, D13, D21, D23	1-12	S07
Classroom Observation	O2ARPRMS	Arnett - Permissiveness Subscale	D09, D15, D18	1-9	S07
Classroom Observation	O2ARINDP	Arnett - Independence Subscale	D27, D28, D29, D30	1-12	S07
Classroom Observation	O2ECERSR	ECERS-R total	C1 - C37	1-7	S07
Classroom Observation	O2ECPERS	ECERS-R personal care subscale	C9 - C14	1-7	S07

Table VII.6 (continued)

Instrument	Variable Name	Constructed/Derived Variable	Instrument/ Questionnaire Items	Values	Data Collection Wave
Classroom Observation	O2ECFURN	ECERS-R furnishings subscale	C1 - C4	1-7	S07
Classroom Observation	O2ECLANG	ECERS-R language and reasoning subscale	C15 - C18	1-7	S07
Classroom Observation	O2ECMOTR	ECERS-R motor skills subscale	C7, C8, C19, C29	1-7	S07
Classroom Observation	O2ECCREA	ECERS-R creativity subscale	C6, C20 - C24	1-7	S07
Classroom Observation	O2ECSOCL	ECERS-R social subscale	C30 - C33	1-7	S07
Classroom Observation	O2ECSTRC	ECERS-R program structure subscale	C05, C34 - C36	1-7	S07
Classroom Observation	O2ECTCH	ECERS Teaching and Interactions Mean Score	C9, C16, C17, C29 - C33, C35, C36	1-7	S07
Classroom Observation	O2ECPROV	ECERS Provisions for Learning Mean Score	C4, C5, C8, C19, C20, C22 - C25	1-7	S07
Classroom Observation	O2CLSSCD	CLASS Instructional Practices Subscale - Concept Development	B_1CD - B_3CD	1-7	S07
Classroom Observation	O2CLSSQF	CLASS instructional practices subscale-quality of feedback	B_1QF - B_3QF	1-7	S07
Classroom Observation	O2CLSSLM	CLASS instructional practices subscale-language modeling	B_1LM - B_3LM	1-7	S07
Classroom Observation	O2CLSSIS	CLASS instructional practices subscale	O2CLSSCD, O2CLSSQF, O2CLSSLM	1-7	S07
Classroom Observation	O2CSIZE	Counts of children	B_1_B3 - B_3_B3	NA	S07
Classroom Observation	O2ADLTS	Counts of adults	B_1_B1 - B_3_B1, B_1_B2 - B_3_B2	NA	S07
Classroom Observation	O2CARTIO	Child/adult ratio	O2CSIZE, O2ADLTS	NA	S07



**Class size and child/adult ratios.** Two different sources were used to construct variables to describe Head Start class size and child/adult ratios: (1) teacher interviews and (2) classroom observations. The information for kindergarten classrooms may be obtained from items in the kindergarten teacher survey for class size, number of teacher assistants, and number of volunteers.

From the Head Start teacher interview, class size (TnCSIZE) was defined as equal to T1A01 (fall 2006) or TnA00\_1 (spring 2007 and spring 2008). If T1A01 (TnA00\_1)<sup>18</sup> was missing, then TnCSIZE was coded as missing. Two measures of Head Start class ratios were derived from the teacher interview: (1) child/teacher ratio (TnCRTIO) and (2) child/adult ratio (TnCARTIO). The child/teacher ratio was derived by dividing the number of children (T1A01 or TnA00\_1) by the number of lead teachers and assistant teachers (T1A02 and T1A03 or TnA00\_2 and TnA00\_3) in the classroom. The child/adult ratio, on the other hand, was derived by dividing the number of children by the number of lead teachers, assistant teachers, and paid aides in the classroom (T1A02, T1A03, and T1A04 or TnA00\_2, TnA00\_3, and TnA00\_4). For both measures of class ratio, if any of the source items were missing or the ratio was found to be less than one, then TnCRTIO and TnCARTIO were coded as missing. Head Start class size and ratio, as derived from items on the Head Start teacher interview, were constructed for fall 2006, spring 2007, and spring 2008 waves.

From the Head Start classroom observation, class size (O2CSIZE) was calculated as the average of non-missing classroom counts of children, which was collected four times during the observation. From classroom observation data, a child/adult ratio (O2CARTIO) was constructed. A variable measuring the total number of adults in the classroom (O2ADLTS) was constructed first by taking the mean of the number of paid staff and the number of adult volunteers in the classroom across

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<sup>18</sup> For class size and ratios, Head Start teacher interview items in spring 2007 and spring 2008 were named differently than those items in fall 2006. Any source item mentioned in this description is from the fall 2006 interview, accompanied by the source item used in spring 2007 and spring 2008 in the subsequent parentheses.

four time points during the observation. The child/adult ratio composite was calculated by dividing the class size composite (O2CSIZE) by the number of adults composite (O2ADLTS). Class size and ratio, as constructed from classroom observation data, were derived for the spring 2007 wave.

**Teacher characteristics.** We briefly describe constructed variables concerning teacher attitudes and depressive symptoms.

**Developmentally Appropriate Attitudes Scale (DAAS).** The DAAS comprises a series of scores for summary and subscale scores. The DAAS scores in FACES come from the 24-item Teacher Beliefs Scale (Burts et al. 1990) included in the Head Start teacher interview. The items consist of statements that reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or a lack of these attitudes and knowledge. There are four subscales: didactic, child initiated, teach letters, and explicit rewards. In FACES 2000, a single factor consisting of 9 items from the 24-item Teacher Beliefs Scale was derived, explaining most of the variation in scores for the entire scale. A similar factor analysis in FACES 2006 resulted in a different factor-loading pattern across the 24 items.

The DAAS is described by two variables: (1) T1RDASC in fall 2006 (and T3DASCOR in spring 2008) is a summary score of DAAS based on those items (TnB06a, TnB06b, TnB06c, TnB06e, TnB06f, TnB06j, TnB06k, TnB06l, and TnB06o) identified by the factor analysis of FACES 2000; and (2) T1RDASC2 (or T3DASCO2) based on those items identified by the factor analysis of FACES 2006 (TnB06c, TnB06d, TnB06e, TnB06f, TnB06g, TnB06h, TnB06k, TnB06l, and TnB06o). For both versions, each item used a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree) with negatively-worded items reverse scored. Scores started at a value of one and then incremented by one point for certain responses to each item to form a composite score ranging from one to 10. The DAAS was constructed for the fall 2006 and spring 2008 waves. The fall 2006 composite is based on spring data for new respondents in spring 2007. A flag (T1FDASC) for identifying cases for which spring data were used for the fall composite is provided. While all four

subscales have the FACES 2000 version, the didactic and child-initiated scales also have the new version based on the FACES 2006 factor analyses. Please refer to Table VII.6 for exact source items used to construct each subscale.

**Teacher depressive symptoms.** New to FACES 2006, two variables (TnDEPSCO and TnDEPCAT) were constructed to describe Head Start teacher's depressive symptoms, similar to variables constructed for parent depressive symptoms described above. The Head Start teacher's depression score (TnDEPSCO) was calculated from responses to 12 items (TnC01a through TnC01l) on the teacher interview, which were based on the short form of CES-D. The construction of TnDEPSCO is equivalent to the construction of PnDEPSCO (see p. 167-168). The internal consistency reliability of TnDEPSCO scores, as measured by Cronbach's alpha, ranged from 0.83 to 0.88 across waves.

Cut-off scores for the categorical level of depressive symptoms defined on TnDEPCAT are equivalent to those of PnDEPCAT: values of 0 to 4 on TnDEPSCO were categorized as "not depressed" (TnDEPCAT = 1); 5 to 9 were "mildly depressed" (TnDEPCAT = 2); 10 to 14 were "moderately depressed" (TnDEPCAT = 3); 15 or higher were categorized as "severely depressed" (TnDEPCAT = 4). Any cases for which TnDEPSCO was missing were coded as missing on TnDEPCAT. Both TnDEPSCO and TnDEPCAT were computed for Head Start teachers in the fall 2006, spring 2007, and spring 2008 waves.

**Observed classroom quality.** As described in Chapter III, the Head Start classroom observation includes the Early Childhood Environment Rating Scale-Revised (ECERS-R), Classroom Assessment Scoring System (CLASS) Instructional Practices domain, and the Caregiver Interaction Scale. Total scale (or domain in the case of CLASS) and subscale (or dimension in the CLASS) scores were constructed and are described in Table VII.6. We provide greater detail in this section on the ECERS-R scores, derived to parallel prior FACES cohorts, which vary from the publisher's version.

**ECERS-R scores.** The ECERS-R (Harms et al. 2005) is a global rating of classroom quality based on structural features. FACES 2006 includes 37 items from the ECERS-R<sup>19</sup> to assess Head Start classroom quality, forming seven subscale scores: (1) personal care, (2) furnishings, (3) language, (4) motor skills, (5) creative, (6) social, and (7) program structure. The ECERS-R subscale scores constructed in FACES 2006 reflect the specification of subscales that have been reported in earlier cohorts. In some instances, these specifications do not match those of the publishers. In particular, the original ECERS-R items<sup>20</sup> are noted for each FACES subscale below.

- **Personal care consists of 6 items from the ECERS-R:** item 9–greeting/departing; item 10–meals/snacks; item 11–nap/rest; item 12–toileting/diapering; item 13–health practices; and item 14–safety practices.
- **Furnishings comprises 4 items from the ECERS-R:** item 1–indoor space; item 2–furniture for routine care, play and learning; item 3–furnishings for relaxation and comfort; and item 4–room arrangement for play.
- **Language comprises 4 items from the ECERS-R:** item 15–books and pictures; item 16–encouraging children to communicate; item 17–using language to develop reasoning skills; and item 18–informal use of language.
- **Motor skills includes 4 items from the ECERS-R:** item 7–space for gross motor play; item 8–gross motor equipment; item 19–fine motor; and item 29–supervision of gross motor activities.
- **Creative consists of 6 ECERS-R items:** item 6–child-related display; item 20–art; item 21–music/movement; item 22–blocks; item 23–sand/water; item 24–dramatic play.
- **Social includes 4 ECERS-R items:** item 30–general supervision of children; item 31–discipline; item 32–staff-child interactions; and item 33–interactions among children.
- **Program structure comprises 4 items from the ECERS-R:** item 5–space for privacy; item 34–schedule; item 35–free play; and item 36–group time.

Items within each subscale are rated from 1 ("inadequate") to 7 ("excellent"), with higher mean scores reflecting better quality. The total mean score (O2ECERSR) is constructed by taking the

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<sup>19</sup> As noted in Chapter III, the FACES classroom observation uses all but one of the seven publisher subscales (parents and staff).

<sup>20</sup> See [www.fpg.unc.edu/~ecers/](http://www.fpg.unc.edu/~ecers/) for more information on the instrument.

average of non-missing scores on all 37 items. The mean subscale scores were constructed similarly by taking the mean only of items with the subscale. Please refer to Table VII.6 for exact source items used to construct subscales. The variables and subscale scores were only constructed for the spring 2007 wave, when the observation was conducted.

#### 4. Head Start Program Characteristics

Two composite variables reflect program staff perspectives on management support. Table VII.7 outlines the instrument, variable name, variable label, questionnaire items, values, and data collection wave. Program management support was constructed for center directors and education coordinators, who were interviewed in fall 2006. The composite represents the mean level of agreement (strongly disagree to strongly agree) across the 12 items. If more than three items were out of range (that is, refusals or don't know responses), then the composite was set to missing.

**Table VII.7. FACES 2006 Constructed/Derived Variables—Head Start Program Characteristics**

Instrument	Variable Name	Constructed/Derived Variable	Instrument/ Questionnaire Items	Values	Data Collection Wave
Center Director	C1MNGSPT	Program management support	H1a - H1I	1- 5	F06
Education Coordinator	E1MNGSPT	Program management support	H1a - H1I	1- 5	F06

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## **APPENDICIES**

- Appendix A - Copyright statements
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- Appendix D - Center/Program Codebook
- Appendix E - Classroom/Teacher Codebook
- Appendix F - Child Codebook
- Appendix G - Description of Constructed/Derived Variables

**APPENDIX A**

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**APPENDIX B**

**FACES 2006 INSTRUMENT CONTENT MATRICES**



**Table B.1. Child Outcomes**

Measure	Instrument	FACES 2006			Used in FACES 2003?
		HSF	HSS	KS	
<b>Language Screener</b>					
Simon Says (PreLas 2000, Duncan and DeAvila 2000)	Child Assessment	✓	✓	✓	Yes
Art Show (PreLas 2000, Duncan and DeAvila 2000)	Child Assessment	✓	✓	✓	Yes
<b>Language Development – Listening and Understanding</b>					
Peabody Picture Vocabulary Test – 4 (PPVT; Dunn, Dunn, and Dunn 2006) Test de Vocabulario en Imagenes Peabody (TVIP, Dunn, Padilla, Lugo, and Dunn 1986)	Child Assessment	✓	✓	✓	Yes <sup>a</sup>
Child’s Accomplishments: identify primary colors by name	Teacher Child Report Parent Interview	✓ ✓	✓ ✓	-- --	Yes Yes
Special Concerns about Child: Responded nonverbally, used nonstandard English, has English as a second language, has limited English proficiency	Interviewer Observation	✓	✓	✓	Yes
<b>Literacy – Early Writing; Fine Motor Skills</b>					
Spelling (Woodcock–Johnson III Tests of Achievement, Woodcock, McGrew, and Mather 2001/ Bateria Woodcock–Munoz Pruebas de Aprovechamiento–III, Woodcock, Munoz–Sandoval, McGrew, and Mather 2004)	Child Assessment	✓	✓	✓	Yes <sup>b</sup>
Child’s Accomplishments: pretend to write, write/draw, write name	Teacher Child Report Parent Interview	✓ ✓	✓ ✓	-- --	Yes Yes
<b>Literacy – Alphabet Knowledge, Phonological Awareness</b>					
Letter–Word Identification (Woodcock–Johnson III Tests of Achievement, Woodcock, McGrew, and Mather 2001/ Bateria Woodcock–Munoz Pruebas de Aprovechamiento–III, Woodcock, Munoz–Sandoval, McGrew, and Mather 2004)	Child Assessment	✓	✓	✓	Yes <sup>c</sup>
Child’s Accomplishments: recognize first name in print [asked of teacher only], recognize letters	Teacher Child Report Parent Interview	✓ ✓	✓ ✓	-- --	Yes Yes
Word Attack (Woodcock–Johnson III Tests of Achievement, Woodcock, McGrew, and Mather 2001/ Bateria Woodcock–Munoz Pruebas de Aprovechamiento–III, Woodcock, Munoz–Sandoval, McGrew, and Mather 2004)	Child Assessment	--	--	✓	Yes
Rate child’s academic skills: Language and Literacy	Teacher Child Report	--	--	✓	No

Table B.1 (continued)

Measure	Instrument	FACES 2006			Used in FACES 2003?
		HSF	HSS	KS	
<b>Literacy – Book Knowledge and Appreciation, Print Awareness and Concepts</b>					
Story and Print Concepts – Little Bear (FACES Research Team 2003)	Child Assessment	✓	✓	✓	Yes
Child’s Accomplishments: pretends to read	Teacher Child Report	✓	✓	--	Yes
<b>Mathematics</b>					
Applied Problems Woodcock–Johnson III Tests of Achievement, Woodcock, McGrew, and Mather 2001/ Bateria Woodcock–Munoz Pruebas de Aprovechamiento–III, Woodcock, Munoz–Sandoval, McGrew, and Mather 2004)	Child Assessment	✓	✓	✓	Yes <sup>c</sup>
Mathematics Assessment Items from the Early Childhood Longitudinal Study – Birth Cohort PreK version (ECLS–B) and ECLS–K Kindergarten Version ( <a href="http://nces.ed.gov/ecls/">http://nces.ed.gov/ecls/</a> )	Child Assessment	✓	✓	✓	No
Counting Circles/ Counting Stars	Child Assessment	✓	✓	✓	Yes <sup>d</sup>
Child’s Accomplishments: how high can child count?	Teacher Child Report Parent Interview	✓ ✓	✓ ✓	-- --	Yes Yes
<b>Science, Knowledge of Families and Communities</b>					
Rate child’s academic skills: Science and Social Studies	Teacher Child Report	--	--	✓	No
Rate child’s academic skills: Mathematical skills	Teacher Child Report	--	--	✓	No
<b>Social–Emotional Development, Approaches to Learning</b>					
55 items from Behavior Problems Index (Peterson and Zill 1986), Personal Maturity Scale (Alexander and Entwisle 1988), Social Skills Rating Scale (Gresham and Elliott, 1990), and Preschool Learning Behavior Scale (McDermott, Green, Francis, and Stott, 2000) (some overlap with parent items)	Teacher Child Report	✓	✓	✓	Yes
21 items from Behavior Problems Index (Peterson and Zill 1986), Personal Maturity Scale (Alexander and Entwisle 1988), Social Skills Rating Scale (Gresham and Elliott, 1999), and Preschool Learning Behavior Scale (McDermott, Green, Francis, and Stott, 2000) (some overlap with teacher items)	Parent Interview	✓	✓	✓	Yes
Leiter Examiner Ratings: (1) Attention, (2) Organization/Impulse Control, (3) Activity Level, (4) Sociability, (5) Energy and Feelings, (6) Mood and Regulation, (7) Anxiety, and (8) Sensory/Reactivity (Leiter International Performance Scale Revised, Examiner Rating Scale; Roid and Miller 1997)	Interviewer Observation	✓	✓	✓	No

Table B.1 (continued)

Measure	Instrument	FACES 2006			Used in FACES 2003?
		HSF	HSS	KS	
<b>Physical Health and Development</b>					
Child's health status	Parent Interview	✓	✓	✓	Yes
Child's height and weight	Child Assessment	✓	✓	✓	No
Special Concerns (difficulty hearing examiner, seeing test materials, speech difficult to understand)	Interviewer Observation	✓	✓	✓	Yes
Child's Accomplishments: speech (understandable, stuttering)	Teacher Child Report	✓	✓	--	Yes
	Parent Interview	✓	✓	--	Yes
Did child start speaking later than other children you know?	Parent Interview	✓	✓	--	Yes
Child's Accomplishments: physical (trip, stumble, or fall easily)	Teacher Child Report	✓	✓	--	Yes
Ever diagnosed with a disability? Which?	Teacher Child Report	✓	✓	✓	Yes
	Parent Interview	✓	✓	✓	Yes
Any concerns about child's health or development? What?	Teacher Child Report	✓	✓	✓	Yes
What has been done to address condition or concerns?	Teacher Child Report	✓	✓	✓	Yes
Has anyone suggested child be evaluated for a possible special condition or need?	Parent Interview	✓	✓	✓	Yes
Does child have problems paying attention or learning? Problems with overall activity level? Problems with use of his/her arms or legs? Problems with his/her ability to communicate? Problems with hearing and understanding speech in a normal conversation? Difficulty seeing objects? Was child evaluated? What was diagnosis?	Parent Interview	✓	✓	✓	Yes <sup>e</sup>
Services received for child's special needs? Which ones?	Parent Interview	✓	✓	✓	
IEP: Have one? Help develop? With HS staff or other? How satisfied?	Parent Interview	✓	✓	✓	Yes
	Teacher Child Report	✓	✓	✓	Yes
Does child have any disability or impairment that limits activity or Head Start attendance?	Parent Interview	✓	✓	✓	No
<b>Child Progress</b>					
Child's developmental readiness tested at beginning of K?	Teacher Child Report	--	--	✓	No
Name of assessment instrument, how results were used	Teacher Child Report	--	--	✓	No
Will child be promoted to first grade?	Teacher Child Report	--	--	✓	No

Table B.1 (continued)

Measure	Instrument	FACES 2006			Used in FACES 2003?
		HSF	HSS	KS	
<b>Child's Exposure to Head Start</b>					
Days absent and days program is open during program year	Teacher Child Report (days absent)	✓	✓	✓	No
Whether class is full or part-day	Teacher Interview (full/part day)	--	--	✓	No

<sup>b</sup> 2003 version used PPVT III, Adapted, Research Version A.

<sup>c</sup> 2003 version used an adapted version that combined WJ-III Spelling and WJ-R Dictation. 2006 version uses WJ-III Spelling test only.

<sup>d</sup> 2003 version used an adapted version that combined WJ-III and WJ-R. 2006 version uses WJ-III test only.

<sup>e</sup> 2003 version asked whether disabilities affect child's ability to learn only.

<sup>f</sup> 2003 version used counting blocks.

<sup>g</sup> 2003 version asked whether disabilities affect child's ability to learn only.

**Key:**

HSF = Head Start Fall

HSS = Head Start Spring

KS = Kindergarten Spring

R = Respondent

✓ = Present in protocol

-- = Absent in protocol

N/A = No protocol for R in time period

N = Asked of new R only

**Table B.2. Home Environments**

Measure	Instrument	FACES 2006			Used in FACES 2003?
		HSF	HSS	KS	
<b>Child Demographic Characteristics</b>					
R. relationship to child	Parent Interview	✓	N	N	Yes
Child's gender	Parent Interview	✓	--	--	Yes
Child's birth date	Parent Interview	✓	--	--	Yes
Child's race and ethnicity	Parent Interview	✓	--	--	Yes
Country of birth and time in U.S.	Parent Interview	✓	--	--	Yes
Child's birth weight	Parent Interview	✓	--	--	Yes
<b>Relationship with Head Start</b>					
How learned of HS?	Parent Interview	✓	--	--	Yes
Days and hours child attends HS each week	Parent Interview	✓	✓	--	No
Child in EHS? How long?	Parent Interview	✓	--	--	Yes
Child in any other Head Start before this program?	Parent Interview	✓	--	--	No
<b>Home Environment</b>					
Reading in past week: frequency and length	Parent Interview	✓	✓	✓	Yes
Educational activities	Parent Interview	✓	✓	✓	Yes
Outings	Parent Interview	✓	✓	✓	Yes
Number of children's books in the home	Parent Interview	✓	✓	✓	Yes <sup>a</sup>
Parent reading habits	Parent Interview	✓	✓	✓	Yes
Spanking and time out	Parent Interview	✓	✓	✓	Yes
Child rearing patterns (items from Child Rearing Practices Report (Block and Block, 1981))	Parent Interview	✓	✓	--	Yes
Availability of outdoor play areas near home	Parent Interview	✓	✓	--	No
Time spent outdoors and in sedentary activities	Parent Interview	✓	✓	--	No
Presence of television and/or computer in household	Parent Interview	✓	✓	--	No
Presence of TV in child's bedroom; hours watching TV per day	Parent Interview	✓	✓	--	Yes <sup>b</sup>
Consumption of milk, sweetened beverages, snacks, fast food	Parent Interview	✓	✓	✓	No
Number of days per week that family eats evening meal together	Parent Interview	✓	✓	✓	No

Table B.2 (continued)

Measure	Instrument	FACES 2006			Used in FACES 2003?
		HSF	HSS	KS	
Child's typical sleep hours	Parent Interview	✓	✓	✓	No
<b>Mother's Demographic Characteristics</b>					
Birth date	Parent Interview	✓	--	--	Yes
Age at first birth	Parent Interview	✓	--	--	Yes
Race / ethnicity	Parent Interview	✓	--	--	Yes
Country of birth and time in U.S.	Parent Interview	✓	--	--	Yes
Whether in household	Parent Interview	✓	✓	✓	Yes
Whether in same city/county; number of days child has seen mother; how long since last contact	Parent Interview	✓	✓	✓	Yes
Child support payments or other financial support from mother (in past year / since last interview)	Parent Interview	✓	✓	✓	Yes
Whether any mother figure	Parent Interview	✓	✓	✓	No
Marital status and relationship with bio-father	Parent Interview	✓	✓	--	Yes <sup>c</sup>
Highest grade completed	Parent Interview	✓	✓	--	Yes
Any education / training (in past year / since last interview), and reason; whether working toward degree or certificate	Parent Interview	✓	✓	✓	Yes
Whether HS program helped with above	Parent Interview	--	✓	--	Yes
Types of current training/education and reasons for not participating	Parent Interview	✓	✓	✓	Yes <sup>d</sup>
Employment status and hours worked	Parent Interview	✓	✓	✓	Yes <sup>e</sup>
Ever worked (in past year / since last interview) Type of business, occupation	Parent Interview	✓	✓	✓	Yes
<b>Father's Demographic Characteristics</b>					
Birth date	Parent Interview	✓	--	--	Yes
Race / ethnicity	Parent Interview	✓	--	--	Yes
Country of birth and time in U.S.	Parent Interview	✓	--	--	Yes
Whether in household	Parent Interview	✓	✓	✓	Yes
Whether in same city/county; number of days child has seen father; how long since last contact	Parent Interview	✓	✓	✓	Yes
Child support payments or other financial support from father (in past year / since last interview)	Parent Interview	✓	✓	✓	Yes
Whether any father figure	Parent Interview	✓	✓	✓	Yes

Table B.2 (continued)

Measure	Instrument	FACES 2006			Used in FACES 2003?
		HSF	HSS	KS	
Father's marital status and relationship with bio-mother	Parent Interview	✓	✓	--	Yes <sup>f</sup>
Highest grade completed	Parent Interview	✓	--	--	Yes
Any education / training (in past year / since last interview), and reason; whether working toward degree or certificate	Parent Interview	✓	✓	✓	Yes
Whether HS program helped with above	Parent Interview	--	√	--	Yes
Types of current training/education and reasons for not participating	Parent Interview	✓	✓	✓	Yes <sup>d</sup>
Employment status and hours worked	Parent Interview	✓	✓	✓	Yes <sup>e</sup>
Ever worked (in past year / since last interview)? Type of business, occupation	Parent Interview	✓	✓	✓	Yes
<b>Characteristics of Parent who is not birth or adoptive</b>					
Birth date	Parent Interview	✓	--	--	Yes
Race / ethnicity	Parent Interview	✓	--	N	Yes
Country of birth and time in the U.S.	Parent Interview	✓	--	N	No
Highest grade completed	Parent Interview	✓	--	N	Yes
Any education / training (in past year / since last interview), and reason; whether working toward degree or certificate	Parent Interview	✓	✓	✓	No
Whether HS program helped with above	Parent Interview	--	✓	--	No
Employment status and hours worked	Parent Interview	✓	✓	✓	No
Ever worked (in past year / since last interview)? Type of business, occupation	Parent Interview	✓	✓	✓	No
Types of current training/education and reason for not participating	Parent Interview	✓	✓	✓	No
<b>Household Composition</b>					
Number of adults and children	Parent Interview	✓	✓	✓	Yes
Household members: relationship to child, age, ever attend HS or EHS	Parent Interview	✓	✓	✓	Yes
<b>Languages Spoken in Household</b>					
Languages other than Eng. spoken in household; which most frequently	Parent Interview	✓	N	--	Yes
Whether R. understands, speaks, reads English well or not	Parent Interview	✓	N	--	Yes
Whether R. reads or writes own language well or not	Parent Interview	✓	N	--	Yes
Language used to read to children, language used to speak to children	Parent Interview	✓	N	--	Yes
Whether HS staff can speak language to R or to child; whether child wants someone to speak home language in class	Parent Interview	✓	N	--	Yes

Table B.2 (continued)

Measure	Instrument	FACES 2006			Used in FACES 2003?
		HSF	HSS	KS	
Language child first learned	Parent Interview	✓	N	--	No
Language child speaks most at home	Parent Interview	✓	N	--	No
<b>Income and Housing</b>					
Child health insurance coverage	Parent Interview	✓	✓	✓	Yes
Sources of income other than earnings	Parent Interview	✓	✓	✓	Yes
Number of adults who contribute to household income	Parent Interview	✓	✓	✓	Yes
Total household income	Parent Interview	✓	✓	✓	Yes
Food Security Scale - Short Form	Parent Interview	✓	--	--	No
Type of housing	Parent Interview	✓	✓	✓	Yes
Number of moves	Parent Interview	✓	✓	✓	Yes
Own, rent, subsidized	Parent Interview	✓	✓	✓	Yes
<b>Child Care</b>					
Care used before and after HS	Parent Interview	✓	✓	✓	Yes
Number of current arrangements by type (center-based, relative, non-relative)	Parent Interview	✓	✓	✓	Yes
Days child care is used; hours per week by type of care	Parent Interview	✓	✓	✓	No <sup>e</sup>
Who pays for child care	Parent Interview	✓	✓	✓	Yes
Amount paid for all child care	Parent Interview	✓	✓	✓	No
<b>Head Start Experience</b>					
Head Start enrollment—currently in same program; classes missed	Parent Interview	--	✓	--	Yes
Satisfaction with Head Start	Parent Interview	--	✓	✓	Yes
Level of participation in Head Start activities	Parent Interview	--	✓	--	Yes
Reasons for limited participation in Head Start	Parent Interview	--	✓	--	Yes
Reason for leaving Head Start early	Parent Interview	--	✓	✓	Yes
Opinions on Head Start experience	Parent Interview	--	✓	--	Yes
<b>Head Start Leavers</b>					
Enroll in another program after Head Start?	Parent Interview	--	✓	✓	Yes
Type and name of other program	Parent Interview	--	✓	✓	Yes <sup>f</sup>

Table B.2 (continued)

Measure	Instrument	FACES 2006			Used in FACES 2003?
		HSF	HSS	KS	
Hours and days per week at other program	Parent Interview	--	✓	✓	Yes
Opinion of other program relative to Head Start	Parent Interview	--	✓	--	Yes
<b>Kindergarten Characteristics and Experience</b>					
Length of day/days per week in kindergarten	Parent Interview	--	--	✓	Yes
Reasons for absence, frequency of absence	Parent Interview	--	--	✓	Yes
School characteristics (public/size)	Parent Interview	--	--	✓	Yes
School practices	Parent Interview	--	--	✓	Yes
Involvement in school activities	Parent Interview	--	--	✓	Yes
<b>Child's Health and Health Care<sup>i</sup></b>					
Where child receives well-child care	Parent Interview	✓	✓	✓	Yes
Use of vitamin or mineral supplements in the last year	Parent Interview	✓	--	--	No
When last received well-child care	Parent Interview	✓	✓	✓	Yes
When last saw dentist	Parent Interview	✓	✓	✓	Yes
Injuries needing medical attention	Parent Interview	✓	✓	✓	No
Medical issues or problems as reported by doctor or nurse	Parent Interview	✓	✓	✓	No
Whether need special equipment	Parent Interview	✓	✓	✓	No
Problems paying attention or learning? Diagnosis?	Parent Interview	✓	✓	✓	No
Problems with activity level? Diagnosis?	Parent Interview	✓	✓	✓	No
Problems with use of limbs? Diagnosis?	Parent Interview	✓	✓	✓	No
Problems with ability to communicate? Diagnosis?	Parent Interview	✓	✓	✓	No
Problems hearing / understanding speech? Diagnosis?	Parent Interview	✓	✓	✓	No
Problems with seeing / vision? Diagnosis?	Parent Interview	✓	✓	✓	No
Did child receive any services listed?	Parent Interview	✓	✓	✓	No
Was child in an intervention program?	Parent Interview	✓	✓	✓	No
Has anyone said child should be evaluated?	Parent Interview	✓	✓	✓	Yes <sup>j</sup>
<b>Family Health Care</b>					
Parent health status	Parent Interview	✓	✓	✓	Yes
Parent health insurance	Parent Interview	✓	✓	✓	Yes

Table B.2 (continued)

Measure	Instrument	FACES 2006			Used in FACES 2003?
		HSF	HSS	KS	
Whether impairment prevents work or limits work	Parent Interview	✓	✓	✓	Yes
R. smokes	Parent Interview	--	✓	✓	Yes
Anyone in household who smokes	Parent Interview	--	✓	✓	Yes
R. frequency of alcohol use past month; number of drinks each time	Parent Interview	--	✓	✓	Yes
Anyone in household who drinks alcohol?	Parent Interview	--	✓	✓	Yes
Anyone in household who uses drugs?	Parent Interview	--	✓	✓	Yes
Whether alcohol/drugs caused trouble with family/friends/police; missed work	Parent Interview	--	✓	--	Yes
Head Start help find regular health care provider	Parent Interview	--	✓	--	Yes
<b>Home and Neighborhood Characteristics</b>					
Neighborhood crime	Parent Interview	✓	--	--	Yes
Domestic violence (DV)	Parent Interview	✓	--	--	Yes
Child witnessed violent crime?	Parent Interview	✓	--	--	Yes
Child witnessed DV?	Parent Interview	✓	--	--	Yes
Child victim of violent crime?	Parent Interview	✓	--	--	Yes
Child victim of DV?	Parent Interview	✓	--	--	Yes
R., parent or household member ever arrested or charged? Relationship? Time in jail?	Parent Interview	✓	--	--	Yes
Feel safe in current romantic relationship? Fear of previous partner?	Parent Interview	✓	--	--	Yes
<b>Social Support and Community Services</b>					
How helpful various relatives, friends, social service, or other people have been in raising child?	Parent Interview	--	✓	--	Yes
Access to social support network	Parent Interview	--	✓	--	No
Head Start Needs Assessment	Parent Interview	--	✓	--	Yes
Receive help from community or government services	Parent Interview	--	✓	--	Yes
Head Start help with services	Parent Interview	--	✓	--	Yes
<b>Parent Mental Health</b>					
CES-D Short Form	Parent Interview	✓	✓	✓	Yes

Table B.2 (continued)

Measure	Instrument	FACES 2006			Used in FACES 2003?
		HSF	HSS	KS	
<b>Data Quality/Observer Ratings</b>					
Interviewer ratings of understanding, truthfulness, accuracy, cooperation, language problems, interruptions	Parent Interview	✓	✓	✓	Yes

<sup>a</sup> 2003 asked parents to identify the types of reading materials in the home, rather than the number of children’s’ books.

<sup>b</sup> 2003 asked about TV watching, but not about presence of TV in child’s bedroom.

<sup>c</sup> 2003 did not ask about relationship with bio father.

<sup>d</sup> 2003 asked about reasons for not participating only.

<sup>e</sup> 2003 asked about employment status only.

<sup>f</sup> 2003 did not ask about relationship with bio mother.

<sup>g</sup> 2003 does ask about the number of hours per week spent in the most-used type of childcare.

<sup>h</sup> 2003 asks for type of other program only.

<sup>i</sup> 2003 asks whether child has been diagnosed with any of a group of disabilities, but does not request same level of detail as 2006 version.

<sup>j</sup> 2003 asks whether someone on HS staff suggested getting a professional opinion on child’s special needs.

**Key:**

HSF = Head Start Fall

HSS = Head Start Spring

KS = Kindergarten Spring

R = Respondent

✓ = Present in protocol

-- = Absent in protocol

N/A = No protocol for R in time period

N = Asked of new R only



**Table B.3. Classroom Environments**

Measure	Instrument	FACES 2006			Used in FACES 2003?
		HSF	HSS	KS	
<b>Classroom Environment</b>					
Counts of Children and Adults	Classroom Observation	N/A	✓	N/A	Yes
Early Childhood Environment Rating Scale (ECERS-R)	Classroom Observation	N/A	✓	N/A	Yes
Arnett Scale of Lead Teacher Behavior	Classroom Observation	N/A	✓	N/A	Yes
Language and Literacy Instruction (ECERS-Extension items)	Classroom Observation	N/A	✓	N/A	No
Mathematics Activities (ECERS-Extension and/or measures developed by Starkey or Clements)	Classroom Observation	N/A	✓	N/A	No
Classroom Assessment Scoring System (CLASS; Instructional Support; Pianta 2003)	Classroom Observation	N/A <sup>a</sup>	✓	N/A	Piloted in FACES 2003
Science Materials and Activities (ECERS-E)	Classroom Observation	N/A	✓	N/A	No
Interviewer ratings of teacher absence, typicality, observer presence affecting, quality	Classroom Observation	N/A	✓	N/A	Yes
Time spent in teacher vs. child directed activities; large vs. small group or individual activities	Teacher Interview	✓	✓	--	Yes
Frequency of various language- and literacy-oriented activities	Teacher Interview	✓	✓	✓	Yes
Encouragement to conduct these activities	Education Coord. Interview	✓	N/A	N/A	Yes
	Center Director Interview	✓	N/A	N/A	Yes
Content of centers or interest areas in classroom	Teacher Interview	--	--	✓	Yes
	Classroom Observation	N/A	✓	N/A	Yes
Frequency of mathematics activities	Teacher Interview	✓	✓	✓	No
Language(s) of instruction	Teacher Interview	✓	✓	--	Yes
Name(s) of curricula used in classroom/program	Teacher Interview	✓	✓	--	Yes
	Education Coord. Interview	✓	N/A	N/A	Yes
	Center Director Interview	✓	N/A	N/A	Yes
	Program Director Interview	✓	N/A	N/A	No

Table B.3 (continued)

Measure	Instrument	FACES 2006			Used in FACES 2003?
		HSF	HSS	KS	
Whether program is making effort to improve children's literacy skills	Education Coord. Interview Center Director Interview	✓ ✓	N/A N/A	N/A N/A	Yes Yes
Outdoor play area available	Teacher Interview	✓	✓	--	No
Time spent in outdoor play on typical day	Teacher Interview	✓	✓	--	No
Use of sweetened beverages for meals or snacks	Teacher Interview	✓	✓	--	No
Number of children absent on typical day	Teacher Interview	--	✓	--	Yes
How many children consistently absent?	Teacher Interview	--	✓	--	Yes
Rate behavior of group of children in class	Teacher Interview	✓	✓	✓	Yes
Beliefs about teaching practice	Teacher Interview Education Coord. Interview	✓ ✓	N N/A	-- N/A	Yes Yes
Use of televisions or computers in the classroom	Teacher Interview	--	✓	--	No
Demographics of class	Teacher Interview	--	--	✓	No
Co-teachers and assistants	Teacher Interview	--	--	✓	No
<b>Teacher Professional Development</b>					
Whether teacher has been trained on curriculum	Teacher Interview	✓	✓	--	Yes
Who provided curriculum training	Teacher Interview	✓	✓	--	Yes
Whether ongoing support for curriculum and who provides	Teacher Interview	--	✓	--	Yes
Teacher view about curriculum	Teacher Interview	--	✓	--	Yes
Whether teachers have access to copy of curriculum	Teacher Interview	✓	✓	--	Yes
Any mentor? Frequency?	Teacher Interview	--	✓	--	Yes
Do you observe mentor?	Teacher Interview	--	✓	--	Yes
Are you a mentor?	Teacher Interview	--	✓	--	Yes
Satisfaction with teaching	Teacher Interview	✓	✓	--	Yes
Likelihood of continuing with Head Start through next year	Teacher Interview	✓	✓	--	Yes
Years teaching	Teacher Interview	✓	✓	--	Yes
Years teaching/working in Head Start (this and any program)	Teacher Interview	✓	N	--	Yes
Years teaching this grade	Teacher Interview	--	--	✓	No

Table B.3 (continued)

Measure	Instrument	FACES 2006			Used in FACES 2003?
		HSF	HSS	KS	
Years teaching at this school	Teacher Interview	--	--	✓	No
Highest grade completed / degrees	Teacher Interview	✓	✓	✓	Yes
Field of highest degree	Teacher Interview	✓	✓	✓	Yes
6+ college courses in Early Childhood Education (ECE) or Child Development (CD)?	Teacher Interview	✓	N	✓	Yes
Name of college/university	Teacher Interview	✓	N	--	Yes
Have CDA?	Teacher Interview	✓	N	--	Yes
Have state preschool certificate?	Teacher Interview	✓	N	--	Yes
Have teaching certificate or license?	Teacher Interview	✓	N	✓	Yes
Currently enrolled in teacher training or education, and type/ Provision of CDA and AA/BA support	Teacher Interview	✓	N	--	Yes <sup>b</sup>
	Education Coord. Interview	✓	N/A	N/A	No
	Center Director Interview	✓	N/A	N/A	No
	Program Director Interview	✓	N/A	N/A	No
Salary and time period covered	Teacher Interview	✓	N	--	Yes
Nonwage benefits	Teacher Interview	✓	N	--	No
Whether ed coord arranges or provides staff training / education	Education Coord. Interview	✓	N/A	N/A	Yes
Topics for in-service training? Which are most important?	Education Coord. Interview	✓	N/A	N/A	Yes
How often provide training to staff?	Education Coord. Interview	✓	N/A	N/A	Yes
	Center Director Interview	✓	N/A	N/A	Yes
	Program Director Interview	✓	N/A	N/A	No
Who conducts training?	Education Coord. Interview	✓	N/A	N/A	Yes
	Center Director Interview	✓	N/A	N/A	Yes
	Program Director Interview	✓	N/A	N/A	No
Links to Training and Technical Assistance network (T/TA), TA plan, and provision of services	Teacher Interview	--	✓	--	No
	Education Coord. Interview	✓	N/A	N/A	No
	Center Director Interview	✓	N/A	N/A	No
	Program Director Interview	✓	N/A	N/A	No
Any mentor teachers	Education Coord. Interview	✓	N/A	N/A	Yes
	Center Director Interview	✓	N/A	N/A	Yes
How often mentors come to classroom	Education Coord. Interview	✓	N/A	N/A	Yes
	Center Director Interview	✓	N/A	N/A	Yes

Table B.3 (continued)

Measure	Instrument	FACES 2006			Used in FACES 2003?
		HSF	HSS	KS	
How helpful is training?	Education Coord. Interview	✓	N/A	N/A	Yes
	Center Director Interview	✓	N/A	N/A	Yes
Want more training for staff?	Education Coord. Interview	✓	N/A	N/A	Yes
	Center Director Interview	✓	N/A	N/A	Yes
Kind of training desired; from whom	Education Coord. Interview	✓	N/A	N/A	Yes
	Center Director Interview	✓	N/A	N/A	Yes
<b>Planning and Assessment</b>					
Who decides on daily instruction plans?	Teacher Interview	✓	✓	--	Yes
	Education Coord. Interview	✓	N/A	N/A	Yes
	Center Director Interview	✓	N/A	N/A	Yes
Whether daily written plan of activities	Teacher Interview	✓	✓	--	Yes
How curriculum influences daily plan	Teacher Interview	✓	✓	--	Yes
What is your main child assessment tool?	Teacher Interview	✓	✓	--	No
	Education Coord. Interview	✓	N/A	N/A	No
	Center Director Interview	✓	N/A	N/A	No
	Program Director Interview	✓	N/A	N/A	No
Whether use this assessment in planning	Teacher Interview	✓	✓	--	Yes
Methods used to assess and frequency of assessment	Teacher Interview <sup>c</sup>	✓	✓	--	Yes
	Education Coord. Interview	✓	N/A	N/A	Yes
	Center Director Interview	✓	N/A	N/A	Yes
	Program Director Interview	✓	N/A	N/A	No
Use of National Reporting System (NRS) data	Teacher Interview	✓	✓	--	No
	Center Director Interview	✓	N/A	N/A	No
	Program Director Interview	✓	N/A	N/A	No
	Education Coord. Interview	✓	N/A	N/A	No
<b>Special Needs Children</b>					
What you do when suspect child has special needs?	Teacher Interview	--	✓	--	Yes
	Education Coord. Interview	--	N/A	N/A	Yes
What feedback the special education specialist provides	Teacher Interview	--	✓	--	Yes
Whether education coord arranges for IEPs and special services for children with disabilities	Education Coord. Interview	✓	N/A	N/A	Yes

Table B.3 (continued)

Measure	Instrument	FACES 2006			Used in FACES 2003?
		HSF	HSS	KS	
How often meet with parents to discuss progress of special needs child	Teacher Interview	--	✓	--	Yes
<b>Parent Involvement</b>					
Ways of communicating with parents about all children	Teacher Interview	--	✓	--	Yes
How do parents have input into the curriculum	Teacher Interview	✓	✓	--	No
<b>Program Management</b>					
Views about program policies and procedures	Teacher Interview	--	✓	--	Yes
What could improve services?	Teacher Interview	--	✓	--	Yes
What two things does your class do well for children and families?	Teacher Interview	✓	--	--	Yes
<b>Teacher Characteristics</b>					
Have children attending HS now / in the past	Teacher Interview	✓	✓	--	Yes
Gender	Teacher Interview	✓	✓	✓	Yes
Birth year	Teacher Interview	✓	✓	✓	Yes
Race / ethnicity	Teacher Interview	✓	✓	✓	Yes
CES-D Depression Inventory Short Form	Teacher Interview	✓	✓	--	No

<sup>a</sup> Will be piloted in Fall 2006.

<sup>b</sup> 2003 did not ask teachers about the type/ provision of CDA and AA/BA support.

<sup>c</sup> Teacher is not asked about the frequency of assessment.

**Key:**

- HSF = Head Start Fall
- HSS = Head Start Spring
- KS = Kindergarten Spring
- R = Respondent
- ✓ = Present in protocol
- = Absent in protocol
- N/A = No protocol for R in time period
- N = Asked of new R only

**Table B.4. Head Start Program and School Environments**

Measure	Instrument	FACES 2006			Used in FACES 2003?
		HSF	HSS	KS	
<b>Parent Involvement</b>					
Whether education coord arranges activities that involve parents or provides parent education	Education Coord. Interview	√	N/A	N/A	Yes
Goals of working with parents at center	Center Director Interview	√	N/A	N/A	Yes
Types of roles parent volunteers fill at center	Center Director Interview	√	N/A	N/A	Yes
Methods used to encourage parent involvement	Center Director Interview	√	N/A	N/A	Yes
Does center offer activities targeting fathers or father figures (FFs)?	Center Director Interview	√	N/A	N/A	Yes
Types of activities offered	Center Director Interview	√	N/A	N/A	Yes
Do fathers or FF help regularly, and in what ways?	Center Director Interview	√	N/A	N/A	Yes
How successful in involving fathers / FFs in HS?	Center Director Interview	√	N/A	N/A	Yes
Type and level of Policy Council activity	Center Director Interview	√	N/A	N/A	No
<b>Home Visits</b>					
Whether home visits to families of center-based children are required	Center Director Interview	√	N/A	N/A	Yes
Minimum number of HV and by whom	Center Director Interview	√	N/A	N/A	Yes
Does center include home-based option?	Center Director Interview	√	N/A	N/A	Yes
If yes, number of visits and by whom	Center Director Interview	√	N/A	N/A	Yes
Activities that are highest priority for teachers? Family service workers?	Center Director Interview	√	N/A	N/A	Yes
<b>Program Management</b>					
Whether education coord assists director in program mgmt activities; provides outreach recruitment and enrollment services; supervises home visitors; or develops curriculum, schedules, and classroom plans	Education Coord. Interview	√	N/A	N/A	Yes
Staffing and recruitment and turnover	Center Director Interview	√	N/A	N/A	Yes
Views on qualifications and ease in finding replacements	Center Director Interview	√	N/A	N/A	Yes
Efforts and strategies to reduce turnover	Center Director Interview	√	N/A	N/A	Yes

Table B.4 (continued)

Measure	Instrument	FACES 2006			Used in FACES 2003?
		HSF	HSS	KS	
Whether current/former HS parents are employed; types of jobs	Center Director Interview	√	N/A	N/A	Yes
Have waiting list at start of year?	Center Director Interview	√	N/A	N/A	Yes
Number on waiting list	Center Director Interview	√	N/A	N/A	Yes
Number you think will enroll based on experience	Center Director Interview	√	N/A	N/A	Yes
Procedure for selecting off waiting list	Center Director Interview	√	N/A	N/A	Yes
Have you expanded in past 2 years?	Center Director Interview	√	N/A	N/A	Yes
Number of children, classrooms, teachers added	Center Director Interview	√	N/A	N/A	Yes
Whether added new program components	Center Director Interview	√	N/A	N/A	Yes
Opinion on work climate for teachers	Center Director Interview Education Coord. Interview	√ √	N/A N/A	N/A N/A	No No
<b>Transition to Kindergarten</b>					
Whether education coord manages transition to school activities or arranges for community services for children	Education Coord. Interview	√	N/A	N/A	Yes
Transition planning	Teacher Interview	--	--	√	No
What center does to assist with kindergarten transition	Center Director Interview	√	N/A	N/A	Yes
Does center coordinate with schools students will attend?	Center Director Interview	√	N/A	N/A	Yes
<b>Education Coordinator Characteristics</b>					
Job satisfaction	Education Coord. Interview	√	N/A	N/A	Yes
Likelihood of continuing work with HS in next year	Education Coord. Interview	√	N/A	N/A	Yes
What makes it hard to do job well	Education Coord. Interview	√	N/A	N/A	No
Years working for HS	Education Coord. Interview	√	N/A	N/A	Yes
Have children attending HS now / in the past	Education Coord. Interview	√	N/A	N/A	Yes
Highest grade completed / degrees	Education Coord. Interview	√	N/A	N/A	Yes
Field of highest degree	Education Coord. Interview	√	N/A	N/A	Yes
Field include 6+ college courses in ECE/CD	Education Coord. Interview	√	N/A	N/A	Yes
Have you completed 6+ college courses in ECE/CD?	Education Coord. Interview	√	N/A	N/A	Yes
Name of college/university	Education Coord. Interview	√	N/A	N/A	Yes
Have CDA?	Education Coord. Interview	√	N/A	N/A	Yes

Table B.4 (continued)

Measure	Instrument	FACES 2006			Used in FACES 2003?
		HSF	HSS	KS	
Have state preschool certificate?	Education Coord. Interview	√	N/A	N/A	Yes
Have teaching certificate or license?	Education Coord. Interview	√	N/A	N/A	Yes
Currently enrolled in teacher training or education, and type	Education Coord. Interview	√	N/A	N/A	Yes
Member of professional EC association	Education Coord. Interview	√	N/A	N/A	Yes
Salary and time period covered	Education Coord. Interview	√	N/A	N/A	Yes
Nonwage benefits	Education Coord. Interview	√	N/A	N/A	No
Gender	Education Coord. Interview	√	N/A	N/A	Yes
Birth year	Education Coord. Interview	√	N/A	N/A	Yes
Race / ethnicity	Education Coord. Interview	√	N/A	N/A	Yes
Languages spoken	Education Coord. Interview	√	N/A	N/A	No
<b>Director Characteristics</b>					
Years employed by this HS program	Center Director Interview	√	N/A	N/A	Yes
	Program Director Interview	√	N/A	N/A	No
Years working with HS	Center Director Interview	√	N/A	N/A	Yes
	Program Director Interview	√	N/A	N/A	No
Hours per week paid to work with HS? Actual hours worked? Months per year?	Center Director Interview	√	N/A	N/A	Yes
	Program Director Interview	√	N/A	N/A	No
What issues make it hard to do job well?	Center Director Interview	√	N/A	N/A	No
	Program Director Interview	√	N/A	N/A	
Nonwage benefits	Center Director Interview	√	N/A	N/A	Yes
	Program Director Interview	√	N/A	N/A	No
Job satisfaction	Center Director Interview	√	N/A	N/A	Yes
Likelihood will continue working for HS in next year	Center Director Interview	√	N/A	N/A	Yes
	Program Director Interview	√	N/A	N/A	No
Have children attending HS now / in the past?	Center Director Interview	√	N/A	N/A	Yes
Highest grade completed / degrees	Center Director Interview	√	N/A	N/A	Yes
	Program Director Interview	√	N/A	N/A	No
Field of highest degree	Center Director Interview	√	N/A	N/A	Yes
	Program Director Interview	√	N/A	N/A	No

Table B.4 (continued)

Measure	Instrument	FACES 2006			Used in FACES 2003?
		HSF	HSS	KS	
Field include 6+ college courses in ECE/CD	Center Director Interview	√	N/A	N/A	Yes
	Program Director Interview	√	N/A	N/A	No
Have you completed 6+ college courses in ECE/CD?	Center Director Interview	√	N/A	N/A	Yes
	Program Director Interview	√	N/A	N/A	No
Name and location of college/university	Center Director Interview	√	N/A	N/A	Yes
	Program Director Interview	√	N/A	N/A	No
Have CDA?	Center Director Interview	√	N/A	N/A	Yes
Have state preschool certificate?	Center Director Interview	√	N/A	N/A	Yes
Have teaching certificate or license?	Center Director Interview	√	N/A	N/A	Yes
Member of professional EC association	Center Director Interview	√	N/A	N/A	Yes
	Program Director Interview	√	N/A	N/A	No
Salary	Center Director Interview	√	N/A	N/A	Yes
	Program Director Interview	√	N/A	N/A	No
Gender	Center Director Interview	√	N/A	N/A	Yes
	Program Director Interview	√	N/A	N/A	No
Birth year	Center Director Interview	√	N/A	N/A	Yes
	Program Director Interview	√	N/A	N/A	No
Race / ethnicity	Center Director Interview	√	N/A	N/A	Yes
	Program Director Interview	√	N/A	N/A	No
Speak a language other than English? What?	Center Director Interview	√	N/A	N/A	Yes

Key:

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- = Absent in protocol
- N/A = No protocol for R in time period
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**APPENDIX C**  
**QUESTIONNAIRES**

OMB # : 0970-0151  
Expiration Date: 06/30/2009

**MATHEMATICA**  
Policy Research, Inc.



## **Head Start and Kindergarten Parent Interview**

*Fall 2006, Spring 2007, Spring  
2008, Spring 2009*

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0970-0151. The time required to complete this information collection is estimated to average 60 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

## **Parent Interview Routing Explanations**

In FACES 2006, it is possible that two children were sampled from the same household. If the person completing the Parent Interview is the guardian of both sampled children, the parent will first be asked questions about their household and “first child” and then asked questions about their “second child.” If the person completing the Parent Interview is the guardian of only the “first child” or “second child,” the parent will only be asked questions about that specific child. Any reference in this document to (SECOND CHILD) indicates an item that was asked separately for each sampled child.

FACES draws samples of 3-and 4-year-old children who entered Head Start for the first time in fall 2006 and are expected to attend Head Start for one or two years before moving on to kindergarten. Therefore, references in this document to HEAD START CASES indicate items asked only while a child was attending Head Start. This includes the fall 2006, spring 2007, and spring 2008 waves for those children who entered Head Start as 3-year-olds and the fall 2006 and spring 2007 waves for those children who entered Head Start as 4-year-olds. Any reference in this document to KINDERGARTEN CASES indicates items asked only while a child was attending kindergarten, which would be the spring 2008 wave for entering 4-year-olds and the spring 2009 wave for entering 3-year-olds.

## SCREENER

SampleInfo: PRELOAD FROM SMS AS INTERVIEWER NOTES

IF FALL 2006, SPRING 2007 AND SPRING 2008 INTERVIEWS WERE CONDUCTED WITH SAME RESPONDENT THEN DISPLAY:

FALL 2006, SPRING 2007 AND SPRING 2008: Respondent was (RESPONDENT NAME), (RELATIONSHIP TO CHILD/CHILDREN) to (CHILD)/(FIRST CHILD) AND (SECOND CHILD), conducted on (FALL 2006 DATE OF INTERVIEW), (SPRING 2007 DATE OF INTERVIEW), AND (SPRING 2008 DATE OF INTERVIEW).

IF FALL 2006, SPRING 2007, AND SPRING 2008 RESPONDENTS NE, AND IF FALL 2006 INTERVIEW WAS CONDUCTED THEN DISPLAY:

FALL 2006: (RESPONDENT NAME), (RELATIONSHIP TO CHILD/CHILDREN) to (CHILD)/(FIRST CHILD) AND (SECOND CHILD), conducted on (FALL 2006 DATE OF INTERVIEW).

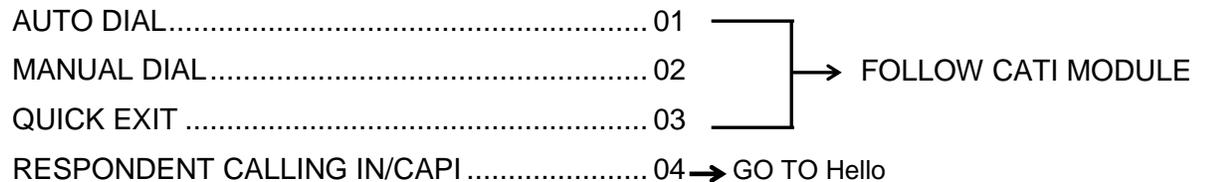
IF FALL 2006, SPRING 2007, AND SPRING 2008 RESPONDENTS NE, AND IF SPRING 2007 INTERVIEW WAS CONDUCTED THEN DISPLAY:

SPRING 2007: (RESPONDENT NAME), (RELATIONSHIP TO CHILD/CHILDREN) to (CHILD)/(FIRST CHILD) AND (SECOND CHILD), conducted on (SPRING 2007 DATE OF INTERVIEW).

IF FALL 2006, SPRING 2007, AND SPRING 2008 RESPONDENTS NE, AND IF SPRING 2008 INTERVIEW WAS CONDUCTED, THEN DISPLAY:

SPRING 2008: (RESPONDENT NAME), (RELATIONSHIP TO CHILD/CHILDREN) to (CHILD/FIRST CHILD) and (SECOND CHILD), conducted on (SPRING 2008 DATE OF INTERVIEW).

MakeDialPhone



{MakeDialPhone = 4}

Hello.

IF CATI THEN READ: **My name is \_\_\_\_\_ at Mathematica Policy Research. Thank you for calling in to complete the survey.**

IF CAPI THEN READ: **Hello. My name is \_\_\_\_\_ from Mathematica Policy Research. May I please speak with [NAME]/Are you [NAME]?**

- [NAME] AVAILABLE ..... 1 → GO TO SampMemb
- [NAME] COMES TO THE PHONE/DOOR ..... 2 → GO TO SampMemb
- [NAME] ASKS WHAT THE CALL/VISIT IS ABOUT ..... 3 → GO TO WHATABOUT
- [NAME] NOT AVAILABLE ..... 4 → GO TO PREVIOUS INTERVIEW BOX
- [NAME] HAS MOVED ..... 5 → GO TO KNOWWHERE
- [NAME] DOES NOT SPEAK ENGLISH..... 6 → GO TO LANG
- NEVER HEARD OF [NAME]/WRONG NUMBER/ DIFFERENT RESPONDENT ..... 7 → GO TO THANKS
- HUNG UP DURING INTRODUCTION ..... 8 → GO TO THANKS

SampMemb. DISPLAY IF CATI: **I'm calling about [Child] and her/his experiences with Head Start. We would like to interview you about your child's experiences in Head Start and other things related to his/her Head Start experience.**

- CONTINUE ..... 1 → GO TO PREVIOUS INTERVIEW BOX
- NOT A GOOD TIME ..... 2 → MAKE APPOINTMENT
- HUNG UP DURING INTRODUCTION ..... 3 → TERMINATE INTERVIEW
- SUPERVISOR REVIEW ..... 4 → TERMINATE INTERVIEW
- REFUSED..... r → GO TO REFUSAL REASON, THEN TERMINATE INTERVIEW

**CATI SCHEDULE MODULE**

**PREVIOUS INTERVIEW BOX**

**NO PREVIOUS INTERVIEW WITH THIS RESPONDENT:  
CONTINUE AT SC1**

**PREVIOUS INTERVIEW WITH RESPONDENT: CONTINUE AT  
SC0.**

**FALL 2006: GO TO INT2, OR CAPI**

WhatAbout\_CATI: **I'm calling about a study we are conducting to learn more about families in the Head Start Program and how Head Start provides different kinds of services to children and families. May I speak with [NAME]?**

WhatAbout\_CAPI: **We are conducting a study to learn more about families in the Head Start Program and how Head Start provides different kinds of services to children and families.**

KnowWhere: **Do you or anyone there know how we can reach [NAME]?** GET CONTACT INFO THEN END INTERVIEW

Lang: CODE LANGUAGE NEEDED TO COMPLETE INTERVIEW IF POSSIBLE THEN END INTERVIEW

Thanks: **Thank you for your time.** END OF INTERVIEW

RESPONDENT CHECK

SC0. **In (FALL 2006)/(SPRING 2007)/(SPRING 2008) we completed an interview with [PRE-FILL WITH NAME OF LAST RESPONDENT]. Is that you?**

YES, SAME RESPONDENT ..... 1 → GO TO SC2  
NO, DIFFERENT RESPONDENT ..... 0 → GO TO Box SC2\_1

SPRING CATI: IF NO PREVIOUS PARENT INTERVIEW, ASK SC1:

{IF TEL. INT = 0}

SC1. **I would like to talk with the person most responsible for [CHILD]'s care. Are you that person?**

YES ..... 1 → GO TO SC2b  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

→ GO TO BOX SC2\_1

SPRING CATI: IF INTERVIEWED PERSON BEFORE, ASK:

{IF TEL. INT1 = 1, SC0=1}

SC2. In (FALL 2006)/(SPRING 2007)/(SPRING 2008) we interviewed you as the person who is most responsible for [CHILD]'s care. Are you still the person who is most responsible for [CHILD]'s care?

YES ..... 1 → GO TO SC2b  
NO ..... 0  
DON'T KNOW..... d  
REFUSED..... r

→ GO TO BOX SC2\_1

**BOX SC2\_1**

**IF FALL 2006, SPRING 2007, AND SPRING 2008 INTERVIEWS  
WERE CONDUCTED WITH DIFFERENT RESPONDENTS,  
THEN ASK SC2\_0.**

**IF FALL 2006, SPRING 2007, AND SPRING 2008 INTERVIEWS  
WERE CONDUCTED WITH SAME RESPONDENT, THEN GO  
TO SC2a.**

SC2\_0. In (SPRING 2008/SPRING 2007) we interviewed (NAME OF RESPONDENT FROM SPRING 2008/SPRING 2007). May I speak with (NAME OF RESPONDENT FROM SPRING 2008/SPRING 2007)?

(RESPONDENT FROM SPRING 2008/SPRING 2007)  
COMES TO THE PHONE/DOOR..... 1 → GO TO SC2\_2

(RESPONDENT FROM SPRING 2008/SPRING 2007)  
UNAVAILABLE ..... 2 → GO TO SC2\_1

NEVER HEARD OF (RESPONDENT FROM  
SPRING 2008/SPRING 2007)/WRONG NUMBER.... 3 → GO TO SC2\_1

DON'T KNOW..... d → GO TO SC2\_1

REFUSED ..... r → GO TO SC2\_1

{SC2\_0=2,3,D,R}

SC2\_1. In (FALL 2006) we interviewed (NAME OF RESPONDENT FROM FALL 2006). May I speak with (NAME OF RESPONDENT FROM FALL 2006)?

- (RESPONDENT FROM FALL 2006) COMES TO THE PHONE/DOOR ..... 1
- (RESPONDENT FROM FALL 2006) UNAVAILABLE ..... 2
- NEVER HEARD OF (RESPONDENT FROM FALL 2006)/WRONG NUMBER ..... 3
- DON'T KNOW..... d
- REFUSED..... r

PROGRAMMER: GO TO "PHONE CHECK" ONLY IF :  
SC2\_0 AND SC2\_1=3 OR  
SC2\_0 OR SC2\_1=0,D,R

PROGRAMMER: GO TO "MAKE APPOINTMENT" ONLY IF:  
SC2\_0=2 AND SC2\_1=3 OR D OR R

{SC2\_0=1, SC2\_1=1}

SC2\_2. Hello. My name is \_\_\_\_\_, from Mathematica Policy Research. I am calling to talk about (CHILD) and (CHILD)'s experiences in (Head Start/Kindergarten). Is now a good time?

- CONTINUE ..... 1
- NOT A GOOD TIME ..... 2 → MAKE APPOINTMENT
- SUPERVISOR REVIEW ..... 3 → TERMINATE INTERVIEW
- REFUSED..... r → GO TO REFUSAL REASON, THEN TERMINATE INTERVIEW

{SC2\_2=1}

SC2\_3. In (IF SPEAKING TO FALL 2006 RESPONDENT SAY: Fall 2006/IF SPEAKING TO SPRING 2007 RESPONDENT SAY: Spring 2007 IF SPEAKING TO SPRING 2008 RESPONDENT SAY: Spring 2008], we interviewed (RESPONDENT NAME FROM SPRING 2008/SPRING 2007/FALL 2006). Is that you?

- YES ..... 1 → GO TO SC2\_5
- NO, DIFFERENT RESPONDENT ..... 2
- DON'T KNOW..... d
- REFUSED..... r

{SC2\_3=2,D,R}

SC2\_4. I would like to talk with the person most responsible for [CHILD]'s care. Are you that person?

YES ..... 1 → GO TO SC2b  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r

} → GO TO SC2A

SC2\_5. In (FALL 2006/SPRING 2007/SPRING 2008) we interviewed you as the person who is most responsible for [CHILD]'s care. Are you still the person who is most responsible for [CHILD]'s care?

YES ..... 1 → GO TO SC2b  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r

{IF SC1 OR SC2 = 0, d, r OR SC2\_4=0, d, r OR SC2\_5=0, d, r }

SC2a. Who is most responsible for [CHILD]'s care?

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_

STATE: |\_\_|\_\_|

|\_\_|\_\_|\_\_| - |\_\_|\_\_|\_\_| - |\_\_|\_\_|\_\_| TELEPHONE  
(AREA CODE)

DON'T KNOW .....d

REFUSED .....r

**BOX SC2a**  
**TELEPHONE CATI SCRIPT: ASK TO SPEAK TO THAT PERSON, FOLLOW CATI CONTACT MODULE**

SC2d. **Hello. My name is \_\_\_\_\_ from Mathematica Policy Research. I'm calling about a study we are conducting to learn more about families in the Head Start Program and how Head Start provides different kinds of services to children and families. I was told you are the person who is most responsible [CHILD]'s care and I would like to talk to you to learn more about the program [CHILD] attends.**

CONTINUE ..... 1

NOT A GOOD TIME/CALL BACK ..... 2 → FOLLOW CATI CONTACT MODULE

PRELOAD WHETHER CHILD IS A HEAD START CASE OR KINDERGARTEN CASE FROM SMS. IF SMS DESIGNATION FOR CHILD IS 'UNKNOWN', THEN GO TO SC2c\_2/SC2c.

{SECOND CHILD}

SC2b\_2/SC2b. **According to our records [CHILD] is still attending (IF HEAD START CASE: Head Start)/[CHILD] is now attending (IF KINDERGARTEN CASE: Kindergarten). Is that correct?**

INTERVIEWER NOTE: KINDERGARTEN: TRADITIONAL YEAR OF SCHOOL PRIMARILY FOR 5 YEAR-OLDS PRIOR TO FIRST GRADE.

YES ..... 1 → GO TO INT2

NO ..... 0

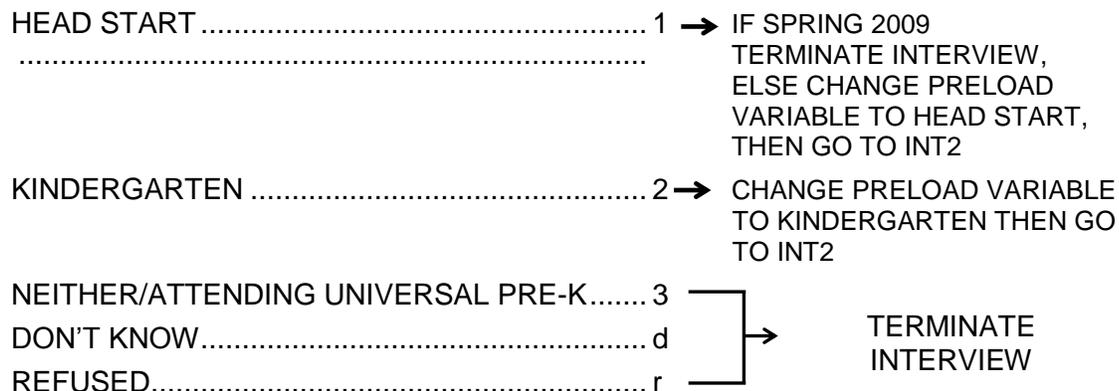
DON'T KNOW ..... d

REFUSED ..... r

{SECOND CHILD}{SC2b=0,d,r} {SMS DESIGNATION FOR CHILD=UNKNOWN}  
 SC2c\_2/SC2c. **Please tell me whether [CHILD] is currently attending Head Start or Kindergarten.**

INTERVIEWER NOTE: KINDERGARTEN: TRADITIONAL YEAR OF SCHOOL PRIMARILY FOR 5 YEAR-OLDS PRIOR TO FIRST GRADE.

INTERVIEWER NOTE: UNIVERSAL PRE-K: A STATE FUNDED, EARLY CHILDHOOD PROGRAM THAT MAY BE PART OF A SCHOOL OR A COMMUNITY PROGRAM, PROVIDING SERVICES TO ALL 4 YEAR-OLD CHILDREN OR ALL 4 YEAR-OLD CHILDREN THAT MEET CERTAIN FINANCIAL REQUIREMENTS.



PROGRAMMER: IF SC2c\_2/SC2c=3,D,R (OR 1 IF SPRING 2009), THEN CREATE AN ALERT MESSAGE AS FOLLOWS: "IN CASE \_\_\_\_ [FILL CASE ID NUMBER] CHILD IS NOT ATTENDING (IF NOT SPRING 2009 HEAD START) OR KINDERGARTEN." SEND THIS MESSAGE TO CASSANDRA MEAGHER, STACIE FELDMAN AND ANNALEE KELLY.

**BOX SC2b**  
**TELEPHONE CAPI/CATI SCRIPT:**  
**IF PERSON NOT AVAILABLE, MAKE APPOINTMENT**  
**IF PERSON NOT IN SAME HOUSEHOLD, OBTAIN ADDRESS**

INT2. Thank you for agreeing to talk with me. (IF PREVIOUS INTERVIEW: As you may remember.) The purpose of this study is to learn more about families in the Head Start Program and how Head Start provides different kinds of services to children and families. (IF NO PREVIOUS INTERVIEW: When we visited [CHILD]’s Head Start program last fall/spring we were unable to interview you.) (IF KINDERGARTEN CASE: At this point we want to learn more about how your child is doing after Head Start).

IF PARENT ASKS FOR MORE INFORMATION: We also want to learn more about the program your child attends. I want to talk with you so we can understand (Head Start/Kindergarten) from a parent’s point of view, including some information about your child’s home environment. Information from this study will be used to help Head Start better serve all children and their families.

Everything we talk about today is completely confidential. Neither your name nor [CHILD]’s name will be attached to any of the information you give us. If I ask you something that you are uncomfortable answering, just tell me and I will move on to the next question. And if you have any questions at any time during this interview, please feel free to ask them.

HEAD START CASES: GO TO C2  
KINDERGARTEN CASES: GO TO INT2A

VER – 1  
VERIFY STATUS

{VERIFY STATUS MODULE}{SECOND CHILD}{Head Start Cases}

C2. Is [CHILD] still enrolled in the same Head Start program as of [MONTH AND YEAR OF LAST INTERVIEW], or has (he/she) stopped going to that program?

STILL GOING TO THE SAME HEAD START PROGRAM.....	1	→	GO TO INT2A
STOPPED GOING TO THAT HEAD START PROGRAM.....	2	} →	GO TO C9A
DON'T KNOW.....	d		
REFUSED.....	r		

HEAD START LEAVERS

{SECOND CHILD}{Head Start Cases}{IF C2 = 2,d, r}

C9A. As [CHILD] is not in [PROGRAM], I only have a few questions I would like to ask you. It will only take about 10 minutes, and after we complete the short interview we will send you \$35 to thank you for your help. As always, your participation is voluntary and confidential. No one from the Head Start program will know that you spoke with us.

Do you have any questions before we start?

{Head Start Cases}

C9B. When did [CHILD] stop going to [PROGRAM]?

|\_|\_| / |\_|\_| / |\_|\_|\_|\_|  
MONTH DAY YEAR

DON'T KNOW.....d

REFUSED.....r

{SECOND CHILD}{Head Start Cases}

{IF C2 = 2,d, r}

C10. Why did [CHILD] stop going to [PROGRAM]? What was the most important reason?

CODE ONLY ONE

FAMILY MOVED.....1

ILLNESS (CHILD).....2

ILLNESS (FAMILY MEMBER) .....3

CONFLICT WITH PARENT'S WORK  
OR SCHOOL SCHEDULE .....4

LACK OF TRANSPORTATION.....5

BAD WEATHER.....6

CHILD DID NOT WANT TO GO.....7

PARENT DECISION NOT TO SEND CHILD  
OR TO SEND CHILD ELSEWHERE .....8

OTHER (SPECIFY).....9

\_\_\_\_\_  
DON'T KNOW.....d

REFUSED.....r

{SECOND CHILD}{Head Start Cases}

{IF C2 = 2, d, r}

C11. **After (he/she) stopped going to [PROGRAM], did you enroll [CHILD] in another preschool, child care center or child development program or Head Start program?**

- YES ..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → GO TO FA1

{SECOND CHILD}{Head Start Cases}

{IF C11 = 1}

C12. **Is [CHILD] still attending this program?**

- YES ..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → GO TO FA1

{SECOND CHILD}{Head Start Cases}

{IF C12 = 1}

C13. **What kind of program is it? Is it . . .**

NOTE: IF MORE THAN ONE PROGRAM, ASK ABOUT PRIMARY PROGRAM.

INTERVIEWER NOTE: PUBLIC SCHOOL PRE-KINDERGARTEN: PROGRAM THAT OFFERS CLASSES IN PUBLIC SCHOOLS PRIOR TO KINDERGARTEN, PRIMARILY SERVING 4 YEAR-OLD CHILDREN.

INTERVIEWER NOTE: PRIVATE SCHOOL PRE-KINDERGARTEN/NURSERY: PROGRAM THAT OFFERS CLASSES IN PRIVATE SCHOOLS PRIOR TO KINDERGARTEN, PRIMARILY SERVING 3 AND 4 YEAR-OLD CHILDREN.

- a public school pre-kindergarten,..... 1**
- a private school pre-kindergarten or nursery school, .....2**
- a child care center or child development program, .....3**
- another Head Start program, or .....4**
- some other program? (SPECIFY).....5**
- \_\_\_\_\_
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD}{Head Start Cases}

{IF C13 = 4}

C14. **Please tell me the name of that Head Start program and the city it is in.**

NAME: \_\_\_\_\_

CITY: \_\_\_\_\_

DON'T KNOW.....d

REFUSED.....r

{SECOND CHILD}{Head Start Cases}

{IF C12 = 1}

C15. **How many days each week does [CHILD] go to this program?**

|\_|\_| NUMBER

DON'T KNOW.....d

REFUSED.....r

{SECOND CHILD}{Head Start Cases}

{IF C12 = 1}

C16. **How many hours each week does [CHILD] go to [PROGRAM NAME]?**

|\_|\_| NUMBER

DON'T KNOW.....d

REFUSED.....r

{SECOND CHILD}{Head Start Cases}

{IF C12 = 1} {IF C13 = 1, 2, 3, 5, d, r} {IF C13 = 4, GO TO FA1}

C17. **As far as helping [CHILD] learn and get ready for school, do you think the program is . . .**

**not as good as Head Start,.....1**

**just as good as Head Start, or.....2**

**better than Head Start? .....3**

DON'T KNOW.....d

REFUSED.....r

(SECOND CHILD)

FA1. IF FATHER'S BIRTHDAY FLAGGED AS MISSING AND C2 = 2, d, r, ASK:  
**When we interviewed you in the fall, we neglected to ask you about [CHILD]'s father's date of birth. Could you please tell me what it is?**

\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
MONTH DAY YEAR

DON'T KNOW..... d

REFUSED..... r

**BOX FA1**  
**TERMINATE THE INTERVIEW IF C2=2,d,r**

INT2A. **I will ask you questions and type in your answers. You may stop me at any time and you may ask me to go back to earlier questions to change your answers. There are no right or wrong answers to these questions. No one from the (Head Start/Kindergarten) Program will see or hear your answers. All of the study results will be reported for groups of parents; no results will be analyzed or reported for individuals.**

**Your participation is completely voluntary. If you choose not to complete this interview, it will not affect you or your child's participation in (Head Start/Kindergarten) Programs. The things you tell me are very important, so please be as accurate as possible. Occasionally, I may have to ask a question that does not apply to you or may seem sensitive in nature. If that happens, just tell me and I will move on to the next question.**

**Do you have any questions before we begin?**

**GO TO MODE-1**

**IN PERSON SCHEDULER**

MODE-1. This spring we can complete the Parent/Guardian Interview by telephone or in person, (HEAD START CASES ONLY: during the week of (FILL WEEK), when our team is at (CENTER) assessing the children). After completing the interview, either by telephone or in person, you will receive \$35 to thank you for your help. Would you like to . . .

- continue with the interview now?  
(It will take about 45 minutes) .....1 → GO TO BOX SC
  - schedule an appointment for the  
interview by telephone, .....2 → GO TO CATI SCHEDULER
  - (HEAD START CASES ONLY): schedule an  
appointment to complete the  
interview at (CENTER), .....3
  - (KINDERGARTEN CASES ONLY): schedule an  
appointment to complete the  
interview in-person? .....4
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → GO TO MODE 2A

INTERVIEWER: IF CAPI: DO NOT READ. PRESS 1 TO CONTINUE.

{MODE -1= 3}

MODE - 2A. What day of the week between Monday (WEEK START) and Friday (END OF WEEK), would be best for you?

- MONDAY ..... 1
- TUESDAY ..... 2
- WEDNESDAY ..... 3
- THURSDAY ..... 4
- FRIDAY ..... 5
- DON'T KNOW ..... d
- REFUSED ..... r

MODE - 2B. And what time on (DAY) is the best for you? You can choose more than one time. Would you prefer . . .

- 7 to 8 a.m., ..... 1
- 11 to 12, ..... 2
- 12 to 1, ..... 3
- 3 to 4, ..... 4
- 4 to 5, ..... 5
- 5 to 6, or ..... 6
- after 6 p.m.? ..... 7
- DON'T KNOW ..... d
- REFUSED ..... r

MODE – 3A. **And what other day during the week between Monday (WEEK START) and Friday (END OF WEEK), would also be good for you?**

- MONDAY ..... 1
- TUESDAY ..... 2
- WEDNESDAY ..... 3
- THURSDAY ..... 4
- FRIDAY ..... 5
- DON'T KNOW ..... d
- REFUSED ..... r

MODE – 3B. **And what time on (DAY) is the best for you? You can choose more than one time. Would you prefer . . .**

- 7 to 8 a.m., ..... 1
- 11 to 12, ..... 2
- 12 to 1, ..... 3
- 3 to 4, ..... 4
- 4 to 5, ..... 5
- 5 to 6, or ..... 6
- after 6 p.m.? ..... 7
- DON'T KNOW ..... d
- REFUSED ..... r

MODE – 4. **A member of our team will call you on Saturday or Sunday (DATE OR DATE) to set a final time for the interview.**

**Thank you for your help.**

**BOX SC  
IF FIRST TIME AN INTERVIEW IS CONDUCTED WITH  
THIS RESPONDENT, ASK SC3 TO SC11. ELSE, GO  
TO Box SC8-V**

SC3. Before we get started, I would like to make sure we have your name recorded correctly.

**BOX SC3a**  
**PRELOAD RESPONDENT FIRST NAME, MIDDLE NAME/INITIAL, LAST NAME FROM DATABASE; IF NEW RESPONDENT, ASK FOR NAME**

NOTE: READ NAME TO RESPONDENT AND VERIFY SPELLING

NAME CORRECT ..... 1 → GO TO SC4  
NAME INCORRECT ..... 2

{IF SC3 = 2}

SC3a. **May I have the correct spelling of your name?**

FIRST NAME: \_\_\_\_\_

MIDDLE INITIAL: \_\_\_\_\_

LAST NAME: \_\_\_\_\_

DON'T KNOW ..... d

REFUSED ..... r

SC4. **Do you go by any other name besides [NAME OF RESPONDENT]?**

YES ..... 1

NO ..... 0

DON'T KNOW ..... d

REFUSED ..... r

→ GO TO SC7

{IF SC4 = 1}

SC5. **Can you give me that name?**

YES ..... 1

NO ..... 0

DON'T KNOW ..... d

REFUSED ..... r

{IF SC5 = 1}  
SC6. ENTER NAME

FIRST NAME: \_\_\_\_\_

MIDDLE INITIAL: \_\_\_\_\_

LAST NAME: \_\_\_\_\_

SC7. **What is your birth date?**

|\_|\_| / |\_|\_| / |\_|\_|\_|\_|  
MONTH DAY YEAR

DON'T KNOW..... d

REFUSED..... r

SC8 & SC9 ONLY FOR FAMILY WITH ONE CHILD IN STUDY} {SC8 THROUGH BOX SC8-V  
ONLY IF NO PREVIOUS INTERVIEW WITH THIS RESPONDENT}  
{ONE CHILD ONLY}:

SC8. **Now, I would like to make sure we have [CHILD]'s name recorded correctly.**

**BOX SC8a**  
**PRELOAD CHILD'S FIRST NAME, MIDDLE NAME/INITIAL,**  
**LAST NAME FROM DATABASE**

NOTE: READ NAME TO RESPONDENT AND VERIFY SPELLING

NAME CORRECT..... 1 → GO TO SC9

NAME INCORRECT ..... 2

{IF SC8 = 2}

SC8a. **May I have the correct spelling of [CHILD]'s name?**

FIRST NAME: \_\_\_\_\_

MIDDLE INITIAL: \_\_\_\_\_

LAST NAME: \_\_\_\_\_

DON'T KNOW..... d

REFUSED..... r

SC9. What is your relationship to [CHILD]?

CODE ONLY ONE

BIOLOGICAL MOTHER.....	11
BIOLOGICAL FATHER.....	12
ADOPTIVE MOTHER.....	13
ADOPTIVE FATHER.....	14
STEPMOTHER.....	15
STEPFATHER.....	16
GRANDMOTHER.....	17
GRANDFATHER.....	18
GREAT GRANDMOTHER.....	19
GREAT GRANDFATHER.....	20
SISTER/STEPSISTER.....	21
BROTHER/STEPBROTHER.....	22
OTHER RELATIVE OR IN-LAW (FEMALE).....	23
OTHER RELATIVE OR IN-LAW (MALE).....	24
FOSTER PARENT (FEMALE).....	25
FOSTER PARENT (MALE).....	26
OTHER NON-RELATIVE (FEMALE).....	27
OTHER NON-RELATIVE (MALE).....	28
PARENT'S PARTNER (FEMALE).....	29
PARENT'S PARTNER (MALE).....	30
DON'T KNOW.....	d
REFUSED.....	r

{IF SC9 = 12, 14-30, d, r}

SC9a. What is the first name of [CHILD]'s biological mother?

FIRST NAME \_\_\_\_\_

DON'T KNOW.....	d
REFUSED.....	r

{IF SC9 = 11, 13, 15-30, d, r}

SC9b. What is the first name of [CHILD]'s biological father?

Note: Display list of adult males from household roster

FIRST NAME \_\_\_\_\_

DON'T KNOW.....	d
REFUSED.....	r

Programmer: Hide SC9b if already answered in any previous interview.

{IF SC9 = 17-30, d, r}

SC10. Are you [CHILD]'s legal guardian?

YES ..... 1 → GO TO BOX SC8-V

NO ..... 0

DON'T KNOW ..... d

REFUSED ..... r

{IF SC10 = 0, d, r}

SC11. Who is [CHILD]'s legal guardian?

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_

STATE: |\_\_| |\_\_|

|\_\_| |\_\_| |\_\_| - |\_\_| |\_\_| |\_\_| - |\_\_| |\_\_| |\_\_| |\_\_| TELEPHONE  
(AREA CODE)

DON'T KNOW ..... d

REFUSED ..... r

**BOX SC11a**  
**IF TELEPHONE, AND GUARDIAN IS IN HOUSEHOLD, ASK TO**  
**SPEAK TO PERSON. OTHERWISE TERMINATE INTERVIEW**

**BOX SC8-V**  
**ALL INTERVIEWS: IF TWO SAMPLED CHILDREN FROM SAME**  
**HOUSEHOLD ASK SC8-V THROUGH Z4. ELSE, HEAD START**  
**CASES: GO TO VERSION BOX A**  
**KINDERGARTEN CASES: GO TO VERSION BOX AA1**

{SC8-V – Z4 IF TWO SAMPLED CHILDREN FROM SAME HOUSEHOLD}

SC8-V. According to our records you are the parent or guardian of two children in our study, (FIRST NAME) and (SECOND NAME). Is this correct?

YES ..... 1

NO ..... 0

DON'T KNOW ..... d

REFUSED ..... r

{SC8-V = 0, d, r}

SC8-VN. **Which child are you the parent or guardian of, (FIRST) or (SECOND)?**

(FIRST)..... 1

(SECOND)..... 2

DON'T KNOW..... d

REFUSED..... r

{SC8-V=1 OR SC8-VN=1}

SC8-V1a. **I would like to make sure we have [FIRST CHILD]'s name recorded correctly.**  
READ NAME AND VERIFY SPELLING

CORRECT NAME..... 1 → GO TO SC8-V2A

INCORRECT NAME ..... 2

{SC8-V1a=2}

SC8-V1b. **May I have the correct spelling of [FIRST CHILD]'s name?**

FIRST NAME: \_\_\_\_\_

MIDDLE INITIAL: \_\_\_\_\_

LAST NAME: \_\_\_\_\_

DON'T KNOW..... d

REFUSED..... r

{SC8-V=1 OR SC8-VN=2}

SC8-V2a. **I would like to make sure we have [SECOND CHILD]'s name recorded correctly.** READ NAME AND VERIFY SPELLING

CORRECT NAME..... 1 → GO TO SC9-V1

INCORRECT NAME ..... 2

{SC8-V2a=2}

SC8-V2b. **May I have the correct spelling of [SECOND CHILD]'s name?**

FIRST NAME: \_\_\_\_\_

MIDDLE INITIAL: \_\_\_\_\_

LAST NAME: \_\_\_\_\_

{SC8-V=1,0,D,R OR SC8-VN=1,2,D,R}

SC9-V1. **What is your relationship to [FIRST CHILD]?**

CODE ONLY ONE

BIOLOGICAL MOTHER.....	11	}	GO TO SC9-V2
BIOLOGICAL FATHER.....	12		
ADOPTIVE MOTHER.....	13		
ADOPTIVE FATHER.....	14		
STEPMOTHER.....	15		
STEPFATHER.....	16		
GRANDMOTHER.....	17		
GRANDFATHER.....	18		
GREAT GRANDMOTHER.....	19		
GREAT GRANDFATHER.....	20		
SISTER/STEPSISTER.....	21		
BROTHER/STEPBROTHER.....	22		
OTHER RELATIVE OR IN-LAW (FEMALE).....	23		
OTHER RELATIVE OR IN-LAW (MALE).....	24		
FOSTER PARENT (FEMALE).....	25		
FOSTER PARENT (MALE).....	26		
OTHER NON-RELATIVE (FEMALE).....	27		
OTHER NON-RELATIVE (MALE).....	28		
PARENT'S PARTNER (FEMALE).....	29		
PARENT'S PARTNER (MALE).....	30		
DON'T KNOW.....	d		
REFUSED.....	r		

{SC8-V=1 OR SC8-VN=2} AND (SC9V1=17..30, d, r)

SC10-V1. **Are you [FIRST CHILD]'s legal guardian?**

YES.....	1	→ GO TO SC9-V2
NO.....	0	
DON'T KNOW.....	d	
REFUSED.....	r	

{SC10-V1= 0, d, r}

SC11-V1. **Who is [FIRST CHILD]’s legal guardian?**

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_

STATE: |\_\_|\_\_|

|\_\_|\_\_|\_\_| - |\_\_|\_\_|\_\_| - |\_\_|\_\_|\_\_| TELEPHONE  
(AREA CODE)

DON’T KNOW.....d

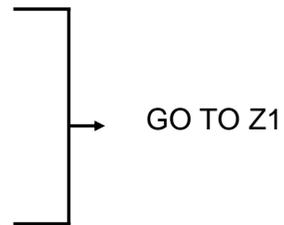
REFUSED.....r

SC8-V=1,0,D,R OR SC8-VN=1,2,D,R OR SC9-V1=11...16}

SC9-V2. **What is your relationship to [SECOND CHILD]?**

CODE ONLY ONE

- BIOLOGICAL MOTHER.....11
- BIOLOGICAL FATHER.....12
- ADOPTIVE MOTHER.....13
- ADOPTIVE FATHER.....14
- STEPMOTHER.....15
- STEPFATHER.....16
- GRANDMOTHER.....17
- GRANDFATHER.....18
- GREAT GRANDMOTHER.....19
- GREAT GRANDFATHER.....20
- SISTER/STEPSISTER.....21
- BROTHER/STEPBROTHER.....22
- OTHER RELATIVE OR IN-LAW (FEMALE).....23
- OTHER RELATIVE OR IN-LAW (MALE).....24
- FOSTER PARENT (FEMALE).....25
- FOSTER PARENT (MALE).....26
- OTHER NON-RELATIVE (FEMALE).....27
- OTHER NON-RELATIVE (MALE).....28
- PARENT’S PARTNER (FEMALE).....29
- PARENT’S PARTNER (MALE).....30
- DON’T KNOW.....d
- REFUSED.....r



GO TO Z1

{SC8-V=1 OR SC8-VN=1} AND (SC9-V2=17..30, d, r)  
SC10-V2. **Are you [SECOND CHILD]'s legal guardian?**

YES ..... 1 → GO TO Z1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

{SC10-V2=0,d,r}  
SC11-V2. **Who is [SECOND CHILD]'s legal guardian?**

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_

STATE: |\_\_|\_\_|

|\_\_|\_\_|\_\_| - |\_\_|\_\_|\_\_| - |\_\_|\_\_|\_\_|\_\_| TELEPHONE  
(AREA CODE)

DON'T KNOW ..... d

REFUSED ..... r

{SC8V=1} {PROGRAMMER NOTE: ONLY ASK IF WE DON'T KNOW THIS FROM ANY PREVIOUS INTERVIEW, ELSE HIDE}

Z1. **How is (FIRST CHILD) related to (SECOND CHILD)?**

- TWIN BROTHER OR SISTER ..... 1
- OTHER MULTIPLE BIRTH  
RELATIONSHIP (TRIPLETS, ETC.) ..... 2
- HALF BROTHER OR SISTER ..... 3 → GO TO Z3
- STEP BROTHER OR SISTER ..... 4 → GO TO Z3
- ADOPTIVE OR FOSTER BROTHER  
OR SISTER ..... 5 → GO TO Z3
- NO FAMILY RELATIONSHIP,  
JUST LIVE TOGETHER ..... 6 → GO TO VERSION BOX A
- BROTHER OR SISTER ..... 7 → GO TO Z3
- OTHER RELATIONSHIP (SPECIFY)..... 8 → GO TO VERSION BOX A
- \_\_\_\_\_
- DON'T KNOW..... d
- REFUSED..... r

{Z1=1,2} {PROGRAMMER NOTE: HIDE IF Z1 SKIPPED}

Z2. **Are (FIRST CHILD) and (SECOND CHILD) identical twins or fraternal twins?**

NOTE: IF MULTIPLE RELATIONSHIP THAT ARE NOT IDENTICAL, CODE 2

- IDENTICAL ..... 1
- FRATERNAL ..... 2
- DON'T KNOW..... d
- REFUSED..... r

{Z1=3,4,5,7 AND SC9-V1 not equal to 11, OR SC9-V2 NE 11}

Z3. **Do (FIRST CHILD) AND (SECOND CHILD) have the same biological mother?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW..... d
- REFUSED..... r

{Z1=3,4,5,7 AND SC9-V1 NE 12, OR SC9-V2 NE 12}

Z4. **Do (FIRST CHILD) AND (SECOND CHILD) have the same biological father?**

YES ..... 1

NO ..... 0

DON'T KNOW ..... d

REFUSED ..... r

Z5. **I would first like to ask you questions about your household and [FIRST CHILD] and then I will ask you questions about [SECOND CHILD].**

**HEAD START CASES: GO TO VERSION BOX A**  
**KINDERGARTEN CASES: GO TO VERSION BOX AA1**

AA. ABOUT HEAD START

Version Box AA1
KINDERGARTEN CASES ONLY
CONTINUE
IF SC8-VN=1, THEN ASK QUESTIONS WHERE THE UNIVERSE STATEMENT INCLUDES "{SECOND CHILD}" ONLY ABOUT (FIRST CHILD). IF SC8-VN=2, THEN ASK QUESTIONS WHERE THE UNIVERSE STATEMENT INCLUDES "{SECOND CHILD}" ONLY ABOUT (SECOND CHILD). PLEASE APPLY THIS INSTRUCTION TO ALL SECTIONS THROUGHOUT THE SURVEY.

{Kindergarten Cases}{SECOND CHILD}

AA1. Now let's talk about [CHILD's] experience in Head Start last year.

Last year, in (2007-2008/2008-2009), did [CHILD] keep going to Head Start until the end of the program year, or did (he/she) stop going before the program ended?

KEPT GOING TO END OF PROGRAM YEAR .... 1 -> GO TO VERSION BOX A
STOPPED GOING BEFORE END OF PROGRAM YEAR..... 2
OTHER (SPECIFY)..... 3
DON'T KNOW..... d
REFUSED..... r
GO TO AA4

{Kindergarten Cases}{SECOND CHILD}

AA2. When did [CHILD] stop going to Head Start?

\_\_|\_\_| MONTH \_\_|\_\_| YEAR

DON'T KNOW..... d
REFUSED..... r

{Kindergarten Cases}{SECOND CHILD}

AA3. **Why did [CHILD] stop going to Head Start?**

PROBE: **What was the most important reason?**

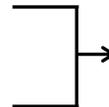
CIRCLE ONLY ONE

- FAMILY MOVED..... 1
  - ILLNESS OF CHILD ..... 2
  - ILLNESS OF FAMILY MEMBER ..... 3
  - CONFLICT WITH PARENT'S WORK  
OR SCHOOL SCHEDULE ..... 4
  - LACK OF TRANSPORTATION..... 5
  - BAD WEATHER..... 6
  - CHILD DID NOT WANT TO GO..... 7
  - PARENT DECISION NOT TO SEND CHILD  
OR TO SEND CHILD ELSEWHERE ..... 8
  - NEEDED FULL-DAY CHILD CARE ..... 9
  - OTHER (PLEASE SPECIFY) ..... 10
- 
- DON'T KNOW..... d
  - REFUSED..... r

{Kindergarten Cases}{SECOND CHILD}

AA4. **Not including any summer program, after (he/she) stopped going to Head Start (and before [he/she] started kindergarten), did you enroll [CHILD] in another preschool or child development program on a regular basis?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW..... d
- REFUSED..... r



GO TO VERSION  
BOX A

AA5. NO AA5 THIS VERSION.

{Kindergarten Cases}{SECOND CHILD}

AA6. **Let's talk about the program where [CHILD] spent the most time. Would you call it . . .**

INTERVIEWER NOTE: PUBLIC SCHOOL PRE-KINDERGARTEN: PROGRAM THAT OFFERS CLASSES IN PUBLIC SCHOOLS PRIOR TO KINDERGARTEN, PRIMARILY SERVING 4 YEAR-OLD CHILDREN.

INTERVIEWER NOTE: PRIVATE SCHOOL PRE-KINDERGARTEN/NURSERY: PROGRAM THAT OFFERS CLASSES IN PRIVATE SCHOOLS PRIOR TO KINDERGARTEN, PRIMARILY SERVING 3 AND 4 YEAR-OLD CHILDREN.

- a public school pre-kindergarten,..... 1**
  - a private school pre-kindergarten or nursery school, ..... 2**
  - a child care center or child development program, ..... 3**
  - another Head Start program, or ..... 4**
  - somewhere else? (SPECIFY)..... 5**
- 
- DON'T KNOW..... d
  - REFUSED..... r

{Kindergarten Cases}{SECOND CHILD}

AA7. **For how many days a week did [CHILD] go to that program?**

NUMBER {SOFT EDIT: NUMBER<=7}

- DON'T KNOW..... d
- REFUSED..... r

{Kindergarten Cases}

AA8. **How many hours a week was [CHILD] at that program?**

NUMBER {SOFT EDIT: NUMBER<=56}

- DON'T KNOW..... d
- REFUSED..... r

**BOX AA8**  
**IF AA6 NE 4, THEN TERMINATE INTERVIEW, ELSE SWITCH TO HEAD START INTERVIEW STARTING AT VERSION BOX A**

**GO TO VERSION BOX A**

{SC2c=3,d,r} {SPRING 2009 SC2c=1}

AA9. **This spring we are only looking at children attending (IF SPRING 2008, SAY: Head Start or) Kindergarten. I do not have any more questions for you now, but thank you for your time.**

CAPI: GIVE PARENT INCENTIVE PAYMENT OF \$35.

CATI: ASK FOR CONTACT INFORMATION TO SEND THE INCENTIVE PAYMENT OF \$35.

**A. ABOUT YOUR CHILD**

**VERSION BOX A**  
**ASK A1-A10 THE FIRST TIME THE FAMILY IS INTERVIEWED.**  
**IF PREVIOUS INTERVIEW, CHECK MISSING FLAGS:**

**IF GENDER IS MISSING, ASK A1, THEN HEAD START CASES GO TO VERSION BOX B, KINDERGARTEN CASES GO TO VERSION BOX BB1.**

**IF BIRTH DATE IS MISSING OR CONFLICTS, ASK A2, THEN GO TO VERSION BOX B**

**IF SC8-VN=1, THEN ASK QUESTIONS WHERE THE UNIVERSE STATEMENT INCLUDES “{SECOND CHILD}” ONLY ABOUT (FIRST CHILD). IF SC8-VN=2, THEN ASK QUESTIONS WHERE THE UNIVERSE STATEMENT INCLUDES “{SECOND CHILD}” ONLY ABOUT (SECOND CHILD). PLEASE APPLY THIS INSTRUCTION TO ALL SECTIONS THROUGHOUT THE SURVEY.**

{GENDER = MISSING}

{SECOND CHILD}

A1.

CONFIRM OR ASK: **Is [CHILD] a boy or a girl?**

GIRL..... 1  
BOY..... 2  
DON'T KNOW..... d  
REFUSED..... r

{BIRTHDAY = MISSING}

{SECOND CHILD}

A2. **What is [CHILD]'s birth date?**

|\_|\_| / |\_|\_| / |\_|\_|\_|\_|  
MONTH DAY YEAR

DON'T KNOW..... d  
REFUSED..... r

{NO PREVIOUS INTERVIEW, CONTINUE, ELSE GO TO VERSION BOX B}

{SECOND CHILD}

A3. **Is [CHILD] of Spanish, Hispanic, or Latino origin?**

- |                  |   |              |
|------------------|---|--------------|
| YES .....        | 1 |              |
| NO .....         | 0 | ] → GO TO A5 |
| DON'T KNOW ..... | d |              |
| REFUSED.....     | r |              |

{SECOND CHILD}

{IF A3 = 1}

A4. **Which one of these best describes [CHILD]'s Spanish, Hispanic, or Latino origin?  
Would you say . . .**

NOTE: IF MORE THAN ONE, CODE AS OTHER

- |   |   |
|---|---|
| <b>Mexican, Mexican American, Chicano,</b> .....                      | 1 |
| <b>Puerto Rican,</b> .....  | 2 |
| <b>Cuban, or</b> .....  | 3 |
| <b>Some other Spanish/Hispanic/<br/>Latino group? (SPECIFY)</b> ..... | 4 |
| <hr/>   |   |
| DON'T KNOW .....  | d |
| REFUSED.....  | r |

{SECOND CHILD}

A5. **What is [CHILD]'s race? You may name more than one if you like.**

CODE ALL THAT APPLY

- WHITE ..... 11
  - BLACK OR AFRICAN AMERICAN ..... 12
  - AMERICAN INDIAN OR ALASKA NATIVE ..... 13
  - ASIAN INDIAN ..... 14
  - CHINESE ..... 15
  - FILIPINO ..... 16
  - JAPANESE ..... 17
  - KOREAN ..... 18
  - VIETNAMESE ..... 19
  - ASIAN (NOT FURTHER SPECIFIED) ..... 20
  - NATIVE HAWAIIAN ..... 21
  - GUAMANIAN OR CHAMORRO ..... 22
  - SAMOAN ..... 23
  - OTHER PACIFIC ISLANDER (SPECIFY) ..... 24
- 
- ANOTHER RACE (SPECIFY) ..... 25
- 
- DON'T KNOW ..... d
  - REFUSED ..... r

{SECOND CHILD}

A6. **Please tell me what country [CHILD] was born in.**

- USA ..... 305 → GO TO A8
  - MEXICO ..... 303
  - ANOTHER COUNTRY (SPECIFY) ..... 600
- 
- DON'T KNOW ..... d
  - REFUSED ..... r

{SECOND CHILD}

{IF A6 = 303, 600, d, r}

A7. **How many years has [CHILD] lived in the United States?**

- |\_\_|\_\_| NUMBER
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD}

A8. **Did [CHILD] participate in Early Head Start?**

PROBE: **Early Head Start is a program designed to provide services to enhance development of children from birth to three years of age.**

- YES ..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → GO TO A10

{SECOND CHILD}

{IF A8 = 1}

A9. **How long was (he/she) in Early Head Start?**

- YEARS        MONTHS
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD}

A10. **(Other than Early Head Start,) was [CHILD] in any other Head Start Program before this one?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

**HEAD START CASES: GO TO VERSION BOX B**  
**KINDERGARTEN CASES: GO TO VERSION BOX BB1**

**BB. CURRENT EXPERIENCES**

**VERSION BOX BB1  
KINDERGARTEN CASES ONLY  
CONTINUE**

{Kindergarten Cases}{SECOND CHILD}

**BB1. Now I'd like to talk with you about [CHILD]'s current school experiences. Is [CHILD] attending or enrolled in school?**

INTERVIEWER NOTE: HOME SCHOOLED: THE EDUCATION OF CHILDREN AT HOME, TYPICALLY BY PARENTS OR GUARDIANS, RATHER THAN IN A PUBLIC OR PRIVATE SCHOOL.

- YES ..... 1
- NO ..... 0 → GO TO BB4
- HOME SCHOOLED ..... 2 → GO TO BB3
- HEAD START ..... 3 → STOP. IF SPRING 2008, GO TO HEAD START CATI-VERSION BOX B/IF SPRING 2009, GO TO BB4
- DON'T KNOW ..... d
- REFUSED ..... r

**BB2. What grade or year is [CHILD] attending?**

HEAD START .....	1 →	(IF SPRING 2009, STOP GO TO HEAD START CATI-VERSION BOX B/IF SPRING 2009) CONTINUE
NURSERY/PRESCHOOL/ PRE-KINDERGARTEN .....	2 →	GO TO BB4
TRANSITIONAL KINDERGARTEN.....	3 →	GO TO BB4
KINDERGARTEN .....	4 →	GO TO VERSION BOX B
PRE-FIRST GRADE (AFTER K) .....	5 →	GO TO VERSION BOX B
FIRST GRADE.....	6 →	GO TO BB5
UN-GRADED .....	7	
OTHER (SPECIFY).....	8 →	GO TO BB4
<hr/>		
DON'T KNOW.....	d	
REFUSED.....	r	

PROGRAMMER: CREATE A HELP SCREEN WITH THE FOLLOWING DEFINITIONS:

NURSERY/PRESCHOOL/PRE-KINDERGARTEN: PROGRAMS THAT OFFER CLASSES PRIOR TO KINDERGARTEN, PRIMARILY SERVING 3 AND 4 YEAR-OLD CHILDREN. THESE MAY BE OFFERED BY PUBLIC AND PRIVATE ORGANIZATIONS.

TRANSITIONAL (OR READINESS) KINDERGARTEN: EXTRA YEAR OF SCHOOL FOR KINDERGARTEN-AGE ELIGIBLE CHILDREN WHO ARE JUDGED NOT READY FOR KINDERGARTEN.

KINDERGARTEN: TRADITIONAL YEAR OF SCHOOL PRIMARILY FOR 5-YEAR-OLDS PRIOR TO FIRST GRADE.

PRE-FIRST (TRANSITIONAL FIRST) GRADE (AFTER K): EXTRA YEAR OF SCHOOL FOR CHILDREN WHO HAVE ATTENDED KINDERGARTEN BUT HAVE BEEN JUDGED NOT READY FOR FIRST GRADE.

UN-GRADED: A CLASSROOM CONTAINING KINDERGARTEN-AGED STUDENTS (POSSIBLY IN COMBINATION WITH OTHER AGES), NOT FORMALLY IDENTIFIED AS A "KINDERGARTEN" CLASS.

{Kindergarten Cases}{SECOND CHILD}

BB3. **What grade would [CHILD] be in if (he/she) were attending a school with regular grades?**

HEAD START .....	1	→ (IF SPRING 2008, STOP GO TO HEAD START CATI-VERSION BOX B/IF SPRING 2009) CONTINUE
NURSERY/PRESCHOOL/ PRE-KINDERGARTEN .....	2	
TRANSITIONAL KINDERGARTEN.....	3	
KINDERGARTEN .....	4	→ GO TO VERSION BOX B
PRE-FIRST GRADE (AFTER K) .....	5	→ GO TO VERSION BOX B
FIRST GRADE.....	6	→ GO TO BB5
UN-GRADED .....	7	
OTHER (SPECIFY).....	8	
<hr/>		
DON'T KNOW.....	d	
REFUSED.....	r	

PROGRAMMER: CREATE A HELP SCREEN WITH THE FOLLOWING DEFINITIONS:

NURSERY/PRESCHOOL/PRE-KINDERGARTEN: PROGRAMS THAT OFFER CLASSES PRIOR TO KINDERGARTEN, PRIMARILY SERVING 3 AND 4 YEAR-OLD CHILDREN. THESE MAY BE OFFERED BY PUBLIC AND PRIVATE ORGANIZATIONS.

TRANSITIONAL (OR READINESS) KINDERGARTEN: EXTRA YEAR OF SCHOOL FOR KINDERGARTEN-AGE ELIGIBLE CHILDREN WHO ARE JUDGED NOT READY FOR KINDERGARTEN.

KINDERGARTEN: TRADITIONAL YEAR OF SCHOOL PRIMARILY FOR 5-YEAR-OLDS PRIOR TO FIRST GRADE.

PRE-FIRST (TRANSITIONAL FIRST) GRADE (AFTER K): EXTRA YEAR OF SCHOOL FOR CHILDREN WHO HAVE ATTENDED KINDERGARTEN BUT HAVE BEEN JUDGED NOT READY FOR FIRST GRADE.

UN-GRADED: A CLASSROOM CONTAINING KINDERGARTEN-AGED STUDENTS (POSSIBLY IN COMBINATION WITH OTHER AGES), NOT FORMALLY IDENTIFIED AS A "KINDERGARTEN" CLASS.

{Kindergarten Cases}{SECOND CHILD}

BB4. **Do you expect [CHILD] to be enrolled in kindergarten next year or the year after that?**

- NEXT YEAR ..... 1
- YEAR AFTER THAT ..... 2
- NEITHER, DON'T EXPECT CHILD  
TO ATTEND KINDERGARTEN ..... 3
- OTHER (SPECIFY)..... 4
- \_\_\_\_\_
- DON'T KNOW..... d
- REFUSED..... r

{Kindergarten Cases}{SECOND CHILD}

BB5. **This spring we are only looking at children attending kindergarten. I do not have any more questions for you now, but thank you for your time.**

**BOX B5a**  
**UPDATE CONTACT INFORMATION ON THE TRACKING INFO SHEET.**  
**GIVE PARENT INCENTIVE PAYMENT OF \$35.**

**GO TO VERSION BOX B**

**B. ABOUT HOUSEHOLD**

**VERSION BOX B  
IF FALL 2006, SPRING 2007, SPRING 2008, OR  
KINDERGARTEN SURVEY, CONTINUE.**

**B1. My next questions are about the people who live in the same household as you and [CHILD].**

**Including yourself, how many adults age 18 and older live in your household?**

|\_|\_| NUMBER

DON'T KNOW..... d

REFUSED..... r

**B2. Including [CHILD], how many children age 17 and younger live in your household?**

|\_|\_| NUMBER

DON'T KNOW..... d

REFUSED..... r

**B2\_1: Here is the list of household members that were reported last time. Are you on the list?**

YES ..... 01

NO ..... 00 → ENTER HH GRID FOR EDITING

DON'T KNOW..... d

REFUSED..... r

**INTERVIEWER NOTE:**  
CONFIRM LIST OF HOUSEHOLD MEMBERS AND THEIR RELATIONSHIPS TO [CHILD]/[CHILDREN] WITH RESPONDENT. BE SURE THAT THE RESPONDENT IS INCLUDED IN THE LIST OF HOUSEHOLD MEMBERS. IF ANY CHANGE IS NEEDED TO THE HOUSEHOLD MEMBERS OR THEIR RELATIONSHIPS TO [CHILD]/[CHILDREN], PRESS 0 TO CONTINUE. CORRECT ANY MISTAKES OR UPDATE NAMES ON THE NEXT SCREENS.

{FOLLOW-UP INTERVIEW: LOAD NAMES, RELATIONSHIPS, AND AGES OF PERSONS LISTED IN ROSTER, AND VERIFY. IF PERSON LEFT HOUSEHOLD, CODE AS LEFT HOUSEHOLD.}

{RECORD ALL NEW HOUSEHOLD MEMBERS. IN ADDITION TO INFORMATION BELOW, RECORD DATE JOINED HOUSEHOLD.}

{IF RESPONDENT DIFFERENT FROM FALL 2006}

**B3CONFIRM: Here is the list of household members and their relationships to [child]/[children] that were reported in [fall/spring]. Are the household members and the relationships still the same?**

INTERVIEWER NOTE:

CONFIRM LIST OF HOUSEHOLD MEMBERS AND THEIR RELATIONSHIPS TO [CHILD]/[CHILDREN] WITH RESPONDENT. BE SURE THAT THE RESPONDENT IS INCLUDED IN THE LIST OF HOUSEHOLD MEMBERS. IF ANY CHANGE IS NEEDED TO THE HOUSEHOLD MEMBERS OR THEIR RELATIONSHIPS TO [CHILD]/[CHILDREN], PRESS 0 TO CONTINUE. CORRECT ANY MISTAKES OR UPDATE NAMES ON THE NEXT SCREENS.

PROGRAMMER: WHEN CONFIRMING HOUSEHOLD ROSTER, ALLOW INTERVIEWER TO CORRECT RELATIONSHIP CODES. DO NOT ALLOW CHANGES TO NAME OR AGE FIELDS.

**B3a. Are you/Is [Name] still in the household?**

- YES ..... 01
- NO ..... 00
- DON'T KNOW..... d
- REFUSED..... r

{IF B3a = 0}

**B3b. When did you/[name] leave the household?**

- |\_|\_| MONTH |\_|\_| YEAR
- DON'T KNOW..... d
- REFUSED..... r

{SOFT EDIT:YEAR THAT HOUSEHOLD MEMBER LEFT THE HOUSEHOLD SHOULD BE GREATER THAN OR EQUAL TO 2000 AND LESS THAN OR EQUAL TO [(CURRENT YEAR) 2006/2007/2008/2009].

[DO FOR ALL MEMBERS IN HOUSEHOLD]

**Is there anyone else in your household?**

- YES ..... 01
- NO ..... 00
- DON'T KNOW..... d
- REFUSED..... r

{IF B3=1}

**Please tell me the first names and ages of all the other people who normally live in your household. Please do not include anyone staying there temporarily who usually lives somewhere else.**

PROBE: **Is there anyone else in your household?** RECORD ALL NAMES

B4. How old is [NAME FROM B3]?

**BOX B4a**  
**IF B4 = CHILD, FILL CHILD'S NAME FROM SC8, CALCULATE AND FILL AGE FROM A2, FOR FALL 2006 SET B7 TO YES;**  
**IF B4 = RESPONDENT, CALCULATE AND FILL AGE FROM SC7, FILL RELATIONSHIP FROM SC9**

{SECOND CHILD}

B5. What is [NAME]'s relationship to [CHILD]?

<b>BOX B5a</b>	
<b>RELATIONSHIP CODES:</b>	
01=BIO/ADOPTIVE MOTHER	11=OTHER RELATIVE OR IN-LAW (FEMALE)
02=BIO/ADOPTIVE FATHER	12=OTHER RELATIVE OR IN-LAW (MALE)
03=STEPMOTHER	13=FOSTER PARENT (FEMALE)
04=STEPFATHER	14=FOSTER PARENT (MALE)
05=GRANDMOTHER	15=OTHER NON-RELATIVE (FEMALE)
06=GRANDFATHER	16=OTHER NON-RELATIVE (MALE)
07=GREAT GRANDMOTHER	17=PARENT'S PARTNER (FEMALE)
08=GREAT GRANDFATHER	18=PARENT'S PARTNER (MALE)
09=SISTER/STEPSISTER	d=DON'T KNOW/DIDN'T RESPOND
10=BROTHER/STEPBROTHER	r=REFUSED

**BOX B6**  
**IF PERSON IN B3 IS NEW IN HOUSEHOLD OR NO PREVIOUS INTERVIEW, AND IF AGE (B4) OF PERSON IN B3 IS 3 OR MORE AND LESS THAN 44, ASK B6, ELSE GO TO BOX B6a.**

B6. Did (you/[FIRST NAME]) ever attend Head Start?

**BOX B6a**  
**IF PERSON IN B3 IS NEW IN HOUSEHOLD OR NO PREVIOUS INTERVIEW, AND IF AGE (B4) OF PERSON IN B3 IS 3 OR MORE AND LESS THAN 6, AND B6 = 1, THEN CONTINUE.**  
**OTHERWISE, GO TO BOX B7a.**

B7. Is [FIRST NAME] currently in Head Start?

**BOX B7a**  
**IF PERSON IN B3 IS NEW TO HOUSEHOLD OR NO PREVIOUS INTERVIEW, AND IF AGE (B4) OF PERSON IN B3 IS LESS THAN 15, THEN CONTINUE.**  
**OTHERWISE, GO TO B9.**

**B8. Did [FIRST NAME] ever attend Early Head Start?**

FOR SECOND CHILD IF Z1=1 OR 2, OR Z3=1 AND Z4=1 DO NOT ASK THE HOUSEHOLD ROSTER. IF Z3=0 AND/OR Z4=0 SHOW THE NAMES IN B3 AND ASK THE RELATIONSHIP OF THE PERSON TO CHILD "How is person related to [SECOND CHILD]?"

NOTE: IF CHILD IS LESS THAN ONE YEAR OLD, RECORD AS 0.

B3. FIRST NAME	B4. AGE	B5. RELATIONSHIP	B6. EVER HEAD START				B7. CURRENTLY IN HEAD START				B8. EARLY HEAD START			
			Y	N	D	R	Y	N	D	R	Y	N	D	R
a. _____	_ _	_ _	1	0	d	r	1	0	d	r	1	0	d	r
b. _____	_ _	_ _	1	0	d	r	1	0	d	r	1	0	d	r
c. _____	_ _	_ _	1	0	d	r	1	0	d	r	1	0	d	r
d. _____	_ _	_ _	1	0	d	r	1	0	d	r	1	0	d	r
e. _____	_ _	_ _	1	0	d	r	1	0	d	r	1	0	d	r
f. _____	_ _	_ _	1	0	d	r	1	0	d	r	1	0	d	r
g. _____	_ _	_ _	1	0	d	r	1	0	d	r	1	0	d	r
h. _____	_ _	_ _	1	0	d	r	1	0	d	r	1	0	d	r
i. _____	_ _	_ _	1	0	d	r	1	0	d	r	1	0	d	r
j. _____	_ _	_ _	1	0	d	r	1	0	d	r	1	0	d	r
k. _____	_ _	_ _	1	0	d	r	1	0	d	r	1	0	d	r

{IF PRE-LOADED RELATIONSHIP TO CHILD IS ONE OF THESE: BIO/ADOPTIVE MOTHER, BIO/ADOPTIVE FATHER, STEP-MOTHER/FATHER OR IF SC9, SC9-V1, OR SC9-V2 = 11, 12, 13, 14, 15, 16 AND B5 a-k CONTAINS (01 AND [02 AND/OR 04]), OR (03 AND [02 AND/OR 04])}

**B9. Are you and [INSERT (FATHER/MOTHER) NAME] . . .**

CODE ONE ONLY

- married, ..... 1 → HEAD START CASES: GO TO VERSION BOX C1.  
KINDERGARTEN CASES: GO TO VERSION BOX CC1
- divorced, ..... 2
- separated, or ..... 3
- not married? ..... 4
- DON'T KNOW ..... d
- REFUSED ..... r

{IF SC9, SC9-V1, OR SC9-V2 = 11, 12, 13, 14, 15, 16 AND B5 a-k CONTAINS 01, 02, 03, 04}  
{IF B9 = 2, 3, 4, D, R}

B10. **Which of the following statements best describes your current relationship with [INSERT (FATHER/MOTHER) NAME]? Would you say . . .**

- we are romantically involved on a steady basis, .....** 1
- we are involved in an on-again and off-again relationship,.....** 2
- we are just friends, or .....** 3
- we are not in any kind of relationship? .....** 4
- DON'T KNOW.....** d
- REFUSED.....** r

**VERSION BOX B10**  
**HEAD START CASES: GO TO VERSION BOX C1**  
**KINDERGARTEN CASES: GO TO VERSION BOX CC1**

{NUMBER OF ADULTS AND CHILDREN FROM B1 AND B2 NE B3 OR B3 CONFIRM }

{NUMBER OF ADULTS FROM B1 NE B3: DISPLAY SOFT EDIT THAT COMPARES THE TWO NUMBERS AND ALLOWS INTERVIEWER TO UPDATE COUNT.}

{NUMBER OF CHILDREN FROM B2 NE B3: DISPLAY SOFT EDIT THAT COMPARES THE TWO NUMBERS AND ALLOWS INTERVIEWER TO UPDATE COUNT.}

PROGRAMMER: HIDE TEXT BELOW

B11. **The number of adults and children does not match the number from the previous question, which was [FILL FROM B1 AND B2], did I enter the correct number?**

INTERVIEWER: TO CORRECT PRESS THE UP ARROW AND RETURN TO THE PREVIOUS QUESTIONS, OTHERWISE CONTINUE.

CC. KINDERGARTEN SCHOOL CHARACTERISTICS

VERSION BOX CC1
KINDERGARTEN CASES ONLY
CONTINUE

{Kindergarten Cases}{SECOND CHILD}

CC1. Now, I'd like to talk with you about [CHILD]'s school experiences. Does [CHILD] go to a full-day or part-day kindergarten?

- FULL DAY..... 1
PART DAY..... 2
DON'T KNOW..... d
REFUSED..... r

{Kindergarten Cases}{SECOND CHILD}

CC2. How many hours each day does (he/she) spend in kindergarten?

- Hours input field: HOURS EACH DAY {SOFT EDIT: HOURS EACH DAY<= 10} {ACCEPT 1 DECIMAL}
DON'T KNOW..... d
REFUSED..... r

{Kindergarten Cases}{SECOND CHILD}

CC3. How many days each week does (he/she) spend in kindergarten?

- DAYS input field: DAYS EACH WEEK {SOFT EDIT: DAYS EACH WEEK<=7}
DON'T KNOW..... d
REFUSED..... r

{Kindergarten Cases}{SECOND CHILD}

CC4. Approximately how many days has [CHILD] been absent since the beginning of the school year, that is, since last September?

- DAYS input field: DAYS {SOFT EDIT: DAYS<=300}
DON'T KNOW..... d
REFUSED..... r -> GO TO CC4a

PROGRAMMER: IF "NONE" or "ZERO", GO TO CC6

{CC4 not equal to 0} {Kindergarten Cases}{SECOND CHILD}

CC4a. **I just need a range. Would you say . . .**

- never, ..... 1 → GO TO CC6
  - 15 or less, ..... 2
  - or 16 or more? ..... 3 → GO TO CC4c
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → GO TO CC5

{CC4 not equal to 0} {KINDERGARTEN CASES}{SECOND CHILD}

CC4b. **Would you say . . .**

- 1 to 5, ..... 1 → GO TO CC6
  - 6 to 10, or ..... 2
  - 11 to 15? ..... 3
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → GO TO CC5

{CC4 not equal to 0} {KINDERGARTEN CASES}{SECOND CHILD}

CC4c. **Would you say . . .**

- 16 to 20, ..... 1
- 21 to 30, ..... 2
- 31 to 40, ..... 3
- 41 to 50, or ..... 4
- more than 50? ..... 5
- DON'T KNOW ..... d
- REFUSED ..... r

{CC4 not equal to 0} {KINDERGARTEN CASES}{SECOND CHILD}

CC5. **What is the most frequent reason for [CHILD]’s missing school?**

PROBE IF MORE THAN ONE: **What is the most frequent reason?**

CIRCLE ONLY ONE

- ILLNESS OF CHILD ..... 1
- ILLNESS OF FAMILY MEMBER ..... 2
- CONFLICT WITH PARENT’S WORK  
OR SCHOOL SCHEDULE ..... 3
- LACK OF TRANSPORTATION..... 4
- BAD WEATHER..... 5
- CHILD DID NOT WANT TO GO..... 6
- PARENT DECISION NOT TO SEND CHILD  
OR TO SEND CHILD ELSEWHERE ..... 7
- OTHER (PLEASE SPECIFY) ..... 8
- \_\_\_\_\_
- DON’T KNOW..... d
- REFUSED..... r

{KINDERGARTEN CASES}{SECOND CHILD}

CC6. **Now, let’s talk about the school [CHILD] goes to now. Does [CHILD] go to a public or private school?**

- PUBLIC..... 1
- PRIVATE ..... 2
- HOME SCHOOLED ..... 3 → GO TO VERSION BOX D
- DON’T KNOW..... d
- REFUSED..... r

{KINDERGARTEN CASES} {CC6=1,2,D,R}{SECOND CHILD}{SCHOOL NAME NE BLANK IN SMS}

CC6a\_1. (IF SCHOOL NAME IN SMS, THEN READ) **According to our records, [CHILD] is now attending (PRELOAD FROM SMS). Is that correct?**

PROBE: **We need this information to contact [CHILD]’s teacher.**

INTERVIEWER NOTE: USE DROP DOWN LIST TO SEARCH FOR THE SCHOOL. IF SCHOOL IS NOT LISTED ENTER “99” AND RECORD THE SCHOOL NAME AND ADDRESS IN THE SUBSEQUENT FIELDS.

PROGRAMMER: PRELOAD KINDERGARTEN SCHOOL NAMES. UPLOAD CCD AND PSS. USE THE SAME DB MODEL AS USED IN EHS, WHERE INTERVIEWER OPENS BLAISE DB FOR STATE/REGION. IF SCHOOL NAME IN SMS IS BLANK, THEN GO TO CC6a. IF CC6a\_1=99,d,r, THEN CREATE AN ALERT MESSAGE AS FOLLOWS “THE UPDATED KINDERGARTEN SCHOOL NAME IS \_\_\_\_\_ [FILL FROM CC6a] AND THE ADDRESS IS \_\_\_\_\_ [FILL FROM CC6b AND CC6c].” SEND THIS MESSAGE TO CASSANDRA MEAGHER, STACIE FELDMAN AND ANNALEE KELLY.

YES ..... 1 → GO TO CC7  
NO ..... 0  
DON’T KNOW..... d  
REFUSED..... r

{KINDERGARTEN CASES} {CC6A\_1=99, 0,D,R}{SECOND CHILD}{ SCHOOL NAME IN SMS IS BLANK}

CC6a. **What is the name of the school that [CHILD] is attending or enrolled in now?**

PROBE: **We need this information to contact [CHILD]’s teacher.**

INTERVIEWER NOTE: USE DROP DOWN LIST TO SEARCH FOR THE SCHOOL. IF SCHOOL IS NOT LISTED ENTER “99” THEN RECORD THE SCHOOL NAME AND ADDRESS IN THE SUBSEQUENT FIELDS.

PROGRAMMER: CREATE AN ALERT MESSAGE AS FOLLOWS “KINDERGARTEN SCHOOL NAME HAS BEEN UPDATED FOR CASE \_\_\_\_\_ [FILL CASE ID NUMBER]. THE UPDATED KINDERGARTEN SCHOOL NAME IS \_\_\_\_\_ [FILL FROM CC6a.]” SEND THIS MESSAGE TO CASSANDRA MEAGHER, STACIE FELDMAN AND ANNALEE KELLY.

---

{KINDERGARTEN CASES} {CC6A=99,O,D,R}{SECOND CHILD}  
CC6b. **What city and state is the elementary school in?**

---

CITY

|\_|\_| STATE

DON’T KNOW..... d  
REFUSED..... r

{KINDERGARTEN CASES} {CC6A=99,O,D,R}{SECOND CHILD}  
CC6c. **What is the street address?**

---

STREET

DON'T KNOW..... d  
REFUSED..... r

{KINDERGARTEN CASES} {CC6=2, D, R}{SECOND CHILD}  
CC7. **Is the school faith-based?**

YES ..... 1  
NO ..... 0  
DON'T KNOW..... d  
REFUSED..... r



{Kindergarten Cases} {CC6=2, d, r} {SECOND CHILD}  
CC8. **What faith is the school connected with?**

CATHOLIC..... 1  
PROTESTANT..... 2  
CHRISTIAN ..... 3  
JEWISH..... 4  
MOSLEM..... 5  
OTHER (SPECIFY)..... 6

---

NON-DENOMINATIONAL..... 7  
DON'T KNOW..... d  
REFUSED..... r

{Kindergarten Cases} {CC7=0, d, r} {SECOND CHILD}  
CC9. **Approximately how many students are in [CHILD]'s class?**

|\_|\_| STUDENTS

DON'T KNOW..... d  
REFUSED..... r

{Kindergarten Cases}{SECOND CHILD}

CC10. **How many teachers are in [CHILD]'s class?**

|\_|\_| TEACHERS

DON'T KNOW..... d

REFUSED..... r

{Kindergarten Cases}{SECOND CHILD}

CC10a. **According to our records, [CHILD]'s lead teacher is \_\_\_\_\_ (PRELOAD FROM SMS). Is that correct?**

PROGRAMMER: IF CC10a\_1=99,d,r, THEN CREATE AN ALERT MESSAGE AS FOLLOWS "KINDERGARTEN TEACHER NAME HAS CHANGED FOR CASE \_\_\_\_\_ [FILL CASE ID NUMBER]." SEND THIS MESSAGE TO CASSANDRA MEAGHER, STACIE FELDMAN AND ANNALEE KELLY.

YES ..... 1

NO ..... 0

DON'T KNOW..... d

REFUSED..... r

{Kindergarten Cases}{SECOND CHILD}{CC10a=0,d,r, }{LEAD TEACHER NAME IS BLANK IN SMS}

CC10b. **Please give me the correct name of the lead teacher.**

\_\_\_\_\_

PROGRAMMER: CREATE FIELDS FOR FIRST AND LAST NAMES FOR 1 LEAD TEACHER ONLY. CREATE AN ALERT MESSAGE AS FOLLOWS "KINDERGARTEN TEACHER NAME HAS BEEN UPDATED FOR CASE \_\_\_\_ [FILL CASE ID NUMBER]. THE UPDATED KINDERGARTEN TEACHER NAME IS \_\_\_\_\_ [FILL FROM CC10b]." SEND THIS MESSAGE TO CASSANDRA MEAGHER, STACIE FELDMAN AND ANNALEE KELLY.

DON'T KNOW..... d

REFUSED..... r

{Kindergarten Cases}{SECOND CHILD}

CC11. **Since the beginning of this school year, has [CHILD] been in the same school?**

YES ..... 1

NO ..... 0

DON'T KNOW..... d

REFUSED..... r

CC12. For each statement that I read you, please tell me how well [CHILD]’s school has been doing the following things (during this school year):

PROBE: [IF NECESSARY, READ AFTER EACH STATEMENT]: **Would you say [CHILD]’s school does this very well, just okay, or doesn’t do it at all?**

	DOES IT VERY WELL	JUST OKAY	DOESN'T DO IT AT ALL	DON'T KNOW	REFUSED
a. Lets you know (between report cards) how [CHILD] is doing in school. ....	1	2	3	d	r
b. Helps you understand what children at [CHILD]’s age are like. ....	1	2	3	d	r
c. Makes you aware of chances to volunteer at the school. ....	1	2	3	d	r
d. Provides workshops, materials, or advice about how to help [CHILD] learn at home.....	1	2	3	d	r
e. Provides information on community services to help [CHILD] or your family.....	1	2	3	d	r
f. Understands the needs of families who don’t speak English. ....	1	2	3	d	r

**GO TO D1**

**C. HEAD START ENROLLMENT**

**VERSION BOX C1  
HEAD START CASES ONLY: IF FIRST TIME AN INTERVIEW IS  
CONDUCTED, ASK C1.  
ELSE GO TO VERSION BOX C2**

**My next questions are about [PROGRAM NAME].**

{Head Start Cases}

**C1. How did you first find out about [PROGRAM NAME]?**

PROBE, IF MORE THAN ONE NAMED: **How did you first find out?**

CODE ONE ONLY

- FAMILY/FRIEND..... 1
- REFERRAL FROM ANOTHER AGENCY ..... 2
- WORD OF MOUTH ..... 3
- HEAD START CAME TO VISIT AT OUR HOME . 4
- PREVIOUS CHILDREN IN HEAD START ..... 5
- FLYER/MAILING/SAW SIGN..... 6
- OTHER (SPECIFY)..... 7
  
- \_\_\_\_\_
- WENT TO HEAD START AS CHILD..... 8
- DON'T KNOW..... d
- REFUSED..... r

**VERSION BOX C2  
IF FALL 2006, GO TO C3, ELSE CONTINUE.**

{SECOND CHILD} {Head Start Cases}

{IF C2 =1}

C3. How many days each week does [CHILD] go to [PROGRAM NAME]?

\_\_\_\_ NUMBER

DON'T KNOW..... d

REFUSED..... r

{SECOND CHILD} {Head Start Cases}

{IF C2 =1}

C4. How many hours each week does [CHILD] go to [PROGRAM NAME]?

PROBE: Your best estimate is fine.

\_\_\_\_ NUMBER

DON'T KNOW..... d

REFUSED..... r

**VERSION BOX C3**  
**IF FALL 2006, GO TO D1, ELSE CONTINUE**

{SECOND CHILD} {Head Start Cases}

C5. Approximately how many days has [CHILD] been absent since the beginning of the program year, that is, since last September?

\_\_\_\_ DAYS

DON'T KNOW..... d

REFUSED..... r

} → GO TO C5a

{SECOND CHILD} {Head Start Cases}

{IF C5 = d, r}

C5a. Would you say it was . . .

never, .....0 → GO TO D1

15 days or less, or .....1

16 days or more? .....2 → GO TO C7

DON'T KNOW..... d

REFUSED..... r

} → GO TO C8

{SECOND CHILD} {Head Start Cases}

{IF C5a = 1}

C6. **Would you say . . .**

- 1 to 5 days, .....1
- 6 to 10 days, or .....2
- 11 to 15 days? .....3
- DON'T KNOW .....d
- REFUSED.....r

**BOX C6  
GO TO C8**

{SECOND CHILD} {Head Start Cases}

{IF C5a = 2}

C7. **Would you say it was . . .**

- 16 - 20 days, .....4
- 21 - 30 days, .....5
- 31 - 40 days, .....6
- 41 - 50 days, or .....7
- more than 50 days? .....8
- DON'T KNOW .....d
- REFUSED.....r

{SECOND CHILD} {Head Start Cases}

{IF C5 ≠ 0, C6 = 1,2,3, d, r OR C7 = 4, 5, 6, 7, 8, d, r}

C8. **What is the most frequent reason for [CHILD]’s missing Head Start classes during the year?**

CODE ONLY ONE

- ILLNESS (CHILD).....1
  - ILLNESS (FAMILY MEMBER) .....2
  - CONFLICT WITH PARENT’S WORK  
OR SCHOOL SCHEDULE .....3
  - LACK OF TRANSPORTATION.....4
  - BAD WEATHER.....5
  - CHILD DID NOT WANT TO GO.....6
  - PARENT DECISION NOT TO SEND CHILD  
OR TO SEND CHILD ELSEWHERE.....7
  - OTHER (SPECIFY).....8
- 
- DON’T KNOW.....d
  - REFUSED.....r

{Head Start Cases}{SECOND CHILD}

C9. **How many teachers are in [CHILD]’s class?**

|\_|\_| TEACHERS

- DON’T KNOW.....d
- REFUSED.....r

{Head Start Cases}{SECOND CHILD}

C9a. **According to our records, [CHILD]’s lead teacher is \_\_\_\_\_ (PRELOAD FROM SMS). Is that correct?**

- YES .....1
- NO .....0
- DON’T KNOW.....d
- REFUSED.....r

{Head Start Cases}{SECOND CHILD}{CC9a=0,d,r}  
C9b. **Please give me the correct name of the lead teacher.**

---

PROGRAMMER: CREATE FIELDS FOR FIRST AND LAST NAMES FOR 1 LEAD TEACHER ONLY

DON'T KNOW.....d

REFUSED.....r

**GO TO D1**

**D. ACTIVITIES WITH YOUR CHILD**

**VERSION BOX D  
IF FALL 2006, SPRING 2007, OR SPRING 2008, OR  
KINDERGARTEN SURVEY, CONTINUE**

{SECOND CHILD}

D1. **Now I have some questions about you and [CHILD] at home.**

**How many times have you or someone in your family read to [CHILD] in the past week? Would you say . . .**

CODE ONLY ONE

- not at all,..... 1
- once or twice,..... 2
- three or more times, but not every day, or ..... 3
- every day? ..... 4
- DON'T KNOW..... d
- REFUSED..... r

{SECOND CHILD}

D2. **On the days someone reads to [CHILD], about how many minutes per day is (she/he) read to?**

NOTE: IF VARIES, PROBE: **“On average, about how many minutes?”**

NOTE: ENTER “0” IF NEVER READS TO CHILD.

|\_|\_|\_| MINUTES

- DO NOT READ TO CHILD ..... 0
- DON'T KNOW..... d
- REFUSED..... r

{SECOND CHILD}

D3. **In the past week, have you or someone in your family done the following things with [CHILD]?**

(READ EACH ITEM BELOW)

**In the past week, have you or someone in your family . . .**

	YES	NO	DON'T KNOW	REFUSED
a. <b>told (him/her) a story? .....</b>	1	0	d	r
b. <b>taught (him/her) letters, words, or numbers?.....</b>	1	0	d	r
c. <b>taught (him/her) songs or music?.....</b>	1	0	d	r
d. <b>worked on arts and crafts with (him/her)?..</b>	1	0	d	r
e. <b>played with toys or games indoors?.....</b>	1	0	d	r
f. <b>played a game, sport, or exercised together? .....</b>	1	0	d	r
g. <b>took (him/her) along while doing errands like going to the post office, the bank, or the store?.....</b>	1	0	d	r
h. <b>involved (him/her) in household chores like cooking, cleaning, setting the table, or caring for pets? .....</b>	1	0	d	r
i. <b>talked about what happened in (Head Start/Kindergarten)? .....</b>	1	0	d	r
j. <b>talked about TV programs or videos? .....</b>	1	0	d	r
k. <b>played counting games like singing songs with numbers or reading books with numbers?.....</b>	1	0	d	r

{SECOND CHILD}

D4. The next questions are about activities people in your family may have done with [CHILD] in the past month. In the past month, that is since [(MONTH)/(DAY)], has anyone in your family done the following things with [CHILD]?

	YES	NO	DON'T KNOW	REFUSED
a. Visited a library? .....	1	0	d	r
b. Gone to a movie? .....	1	0	d	r
c. Gone to a play, concert, or other live show?.....	1	0	d	r
d. Gone to a mall? .....	1	0	d	r
e. Visited an art gallery, museum, or historical site?.....	1	0	d	r
f. Visited a playground, park, or gone on a picnic? .....	1	0	d	r
g. Visited a zoo or aquarium?.....	1	0	d	r
h. Talked with [CHILD] about (his/her) family history or ethnic heritage? .....	1	0	d	r
i. Attended an event sponsored by a community, ethnic, or religious group? ...	1	0	d	r
j. Attended an athletic or sporting event in which [CHILD] was not a player? .....	1	0	d	r
k. Attended a church activity or church school? .....	1	0	d	r

D5. About how many children's books does [CHILD] have in your home now, including library books? Please only include books that are for children.

PROBE: Your best estimate is fine.

|\_|\_|\_| NUMBER

DON'T KNOW..... d

REFUSED..... r

D6. **Now I have a question about your own reading habits. How often have you read books, magazines, or the newspaper during the past week? Was it . . .**

- not at all,..... 1
- once or twice,..... 2
- three or more times, but not every day, or ..... 3
- every day? ..... 4
- DON'T KNOW..... d
- REFUSED..... r

**VERSION BOX D1**  
**KINDERGARTEN CASES: GO TO VERSION BOX FF1**  
**HEAD START CASES: IF NO PREVIOUS INTERVIEW WITH THIS**  
**RESPONDENT GO TO CONTINUE, ELSE GO TO VERSION BOX E**

{Head Start Cases}

D7. **Is any language other than English spoken in your home?**

- YES ..... 1
  - NO ..... 0
  - DON'T KNOW..... d
  - REFUSED..... r
- } → GO TO VERSION BOX E

{IF D7 = 1}{Head Start Cases}

D8. **What other languages are spoken in your home?**

PROBE: **Any other languages?**

CODE ALL THAT APPLY

FRENCH.....	11
SPANISH.....	12
CAMBODIAN (KHMER).....	13
CHINESE.....	14
HAITIAN CREOLE.....	15
HMONG.....	16
JAPANESE.....	17
KOREAN.....	18
VIETNAMESE.....	19
ARABIC.....	20
OTHER (SPECIFY).....	21
<hr/>	
DON'T KNOW.....	d
REFUSED.....	r

{IF D7 = 1} {Head Start Cases}

D9. **What is your first language?**

CODE ONLY ONE

FRENCH.....	11
SPANISH.....	12
CAMBODIAN (KHMER).....	13
CHINESE.....	14
HAITIAN CREOLE.....	15
HMONG.....	16
JAPANESE.....	17
KOREAN.....	18
VIETNAMESE.....	19
ARABIC.....	20
OTHER (SPECIFY).....	21
<hr/>	
ENGLISH.....	25
DON'T KNOW.....	d
REFUSED.....	r

{IF D7 = 1} {Head Start Cases}

D10. **What language do you usually speak to [CHILD] in at home?**

CODE ONLY ONE

- FRENCH..... 11
  - SPANISH..... 12
  - CAMBODIAN (KHMER)..... 13
  - CHINESE..... 14
  - HAITIAN CREOLE ..... 15
  - HMONG..... 16
  - JAPANESE ..... 17
  - KOREAN ..... 18
  - VIETNAMESE..... 19
  - ARABIC .....20
  - OTHER (SPECIFY).....21
- 
- ENGLISH.....25 → GO TO VERSION BOX E
  - DON'T KNOW..... d
  - REFUSED..... r

{SECOND CHILD} {Head Start Cases}

{IF D7 = 1 AND D10 = 11-21, d, r}

D12. **What was the first language [CHILD] learned to speak?**

CODE ONLY ONE

- ENGLISH..... 1
  - SPANISH..... 2
  - ENGLISH AND SPANISH EQUALLY..... 3
  - ENGLISH AND ANOTHER  
LANGUAGE EQUALLY (SPECIFY) ..... 4
- 
- ANOTHER LANGUAGE (SPECIFY) ..... 5
- 
- 
- DON'T KNOW..... d
  - REFUSED..... r

{SECOND CHILD—NEED TO TAKE D8 RESPONSE FROM FIRST CHILD} {Head Start Cases}

{IF D12 = 4 OR 5 AND D8 = ONE OF THE FOLLOWING (11,13-21), FILL OTHER SPECIFY W/ CODE INDICATED AT D8.}

{IF D12 = 4 AND D8 = MORE THAN ONE OF THE FOLLOWING (11,13-21), ASK:

D12a. **Which of the languages you told me about did [CHILD] first learn to speak along with English? Was it . . .**

{DISPLAY CODES (TO BE READ) FROM D8}

FRENCH.....	11
SPANISH.....	12
CAMBODIAN (KHMER).....	13
CHINESE.....	14
HAITIAN CREOLE.....	15
HMONG.....	16
JAPANESE.....	17
KOREAN.....	18
VIETNAMESE.....	19
ARABIC.....	20
OTHER (SPECIFY).....	21
<hr/>	
DON'T KNOW.....	d
REFUSED.....	r

{SECOND CHILD—NEED TO TAKE D8 RESPONSE FROM FIRST CHILD} {Head Start Cases}

{IF D12 = 5 AND D8 = MORE THAN ONE OF THE FOLLOWING (11,13-21), ASK:

D12b. **Which of the languages you told me about did [CHILD] first learn to speak?  
Was it . . .**

{DISPLAY CODES (TO BE READ) FROM D8}

CODE ONLY ONE

FRENCH.....	11
SPANISH.....	12
CAMBODIAN (KHMER) .....	13
CHINESE.....	14
HAITIAN CREOLE .....	15
HMONG.....	16
JAPANESE .....	17
KOREAN .....	18
VIETNAMESE.....	19
ARABIC .....	20
OTHER (SPECIFY).....	21
<hr/>	
DON'T KNOW.....	d
REFUSED.....	r

{SECOND CHILD} {Head Start Cases}

D13. **What language does (he/she) speak most at home now?**

CODE ONLY ONE

ENGLISH.....	1
SPANISH.....	2
ENGLISH AND SPANISH EQUALLY.....	3
ENGLISH AND ANOTHER LANGUAGE EQUALLY.....	4
ANOTHER LANGUAGE (SPECIFY) .....	5
<hr/>	
DON'T KNOW.....	d
REFUSED.....	r

{SECOND CHILD} {Head Start Cases}

{IF D13 = 4 OR 5 AND D8 = ONE OF THE FOLLOWING (11,13-21), FILL OTHER SPECIFY W/ CODE INDICATED AT D8.}

{IF D13 = 4 AND D8 = MORE THAN ONE OF THE FOLLOWING (11,13-21), ASK:

D13a. **Which of the languages you told me about does [CHILD] speak most at home along with English? Is it . . .**

{DISPLAY CODES (TO BE READ) FROM D8}

CODE ONLY ONE

FRENCH.....	11
SPANISH.....	12
CAMBODIAN (KHMER) .....	13
CHINESE.....	14
HAITIAN CREOLE .....	15
HMONG.....	16
JAPANESE .....	17
KOREAN .....	18
VIETNAMESE.....	19
ARABIC .....	20
OTHER (SPECIFY).....	21
<hr/>	
DON'T KNOW.....	d
REFUSED.....	r

{SECOND CHILD} {Head Start Cases}

{IF D13 = 5 AND D8 = MORE THAN ONE OF THE FOLLOWING (11,13-21), ASK:

D13b. **Which of the languages you told me about does [CHILD] speak most at home?  
Is it . . .**

{DISPLAY CODES (TO BE READ) FROM D8}

CODE ONLY ONE

- FRENCH..... 11
  - SPANISH..... 12
  - CAMBODIAN (KHMER) ..... 13
  - CHINESE..... 14
  - HAITIAN CREOLE ..... 15
  - HMONG..... 16
  - JAPANESE ..... 17
  - KOREAN ..... 18
  - VIETNAMESE..... 19
  - ARABIC ..... 20
  - OTHER (SPECIFY)..... 21
- 
- DON'T KNOW..... d
  - REFUSED..... r

{IF D7 = 1} {Head Start Cases}

D14. **If you read to your children, what language do you usually use now?**

CODE ONLY ONE

- ENGLISH..... 1
- {FILL FROM D10} ..... 2
- BOTH ENGLISH AND {FILL FROM D10} ..... 3
- DOESN'T READ TO CHILD..... 0
- DON'T KNOW..... d
- REFUSED..... r

{IF D9 = 11-21} {Head Start Cases}

D15. **How well do you [INSERT ITEM]? Would you say . . .**

	<b>Not at All</b>	<b>Not Well</b>	<b>Well</b>	<b>Very Well</b>	<b>DON'T KNOW</b>	<b>REFUSED</b>
a. <b>understand English?</b> .....	1	2	3	4	d	r
b. <b>speak English?</b> .....	1	2	3	4	d	r
c. <b>read English?</b> .....	1	2	3	4	d	r

{IF D9 = 11-21} {Head Start Cases}

D16. How well do you [INSERT ITEM]? Would you say . . .

	Not at All	Not Well	Well	Very Well	DON'T KNOW	REFUSED
a. read your first language? .....	1	2	3	4	d	r
b. write your first language?.....	1	2	3	4	d	r

{IF D9 = 11-21} {Head Start Cases}

D17. Is someone from Head Start available to speak to you in [FILL FROM D9]?

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD} {Head Start Cases}

{IF D13 = 2, 5 OR D13a = 11-21 OR D13b = 11-21}

D18. Does [CHILD] ever need or want a member of the Head Start teaching staff to speak in [FILL FROM D13a OR D13b]?

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r



{SECOND CHILD} {Head Start Cases}

{IF D18 = 1}

D19. Is there someone in [CHILD]'s Head Start classroom available to talk to (him/her) in [FILL FROM D13a OR D13b]?

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

**HEAD START CASES: GO TO VERSION BOX E**  
**KINDERGARTEN CASES: GO TO VERSION BOX FF1**

## E. CHILD'S ACTIVITIES

**VERSION BOX E**  
**HEAD START CASES ONLY**  
**CONTINUE**

**My next questions are about some of [CHILD]'s activities.**

{Head Start Cases}

**E1. Is there a TV in your household?**

YES ..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r

{Head Start Cases}

**E2. Is there a computer in the household that [CHILD] can use?**

YES ..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r

{SECOND CHILD} {Head Start Cases}

**E3. We're interested in what kinds of things [CHILD] did on the last day you followed your regular routine. Did your child spend any time . . .**

	YES	NO	DON'T KNOW	REFUSED
{IF E1 = 1}				
a. <b>watching TV?</b> .....	1	0	d	r
{IF E1 = 1 OR E2=1}				
b. <b>watching a video or DVD?</b> .....	1	0	d	r
c. <b>playing outside?</b> .....	1	0	d	r
d. <b>reading or being read to?</b> .....	1	0	d	r
e. <b>playing video games like X-Box, PlayStation, or GameBoy?</b> .....	1	0	d	r
f. <b>playing inside with toys?</b> .....	1	0	d	r
{IF E2 = 1}				
g. <b>playing computer games?</b> .....	1	0	d	r
{IF E2 = 1}				
h. <b>using a computer for something other than games? .....</b>	1	0	d	r

{SECOND CHILD} {Head Start Cases}

E4. We are interested in how much time [CHILD] spends doing these activities. About how much time does [CHILD] spend [INSERT ITEM] on a typical weekday? Would you say more than 2 hours, 1 to 2 hours or less than one hour?

	MORE THAN TWO HOURS	ONE TO TWO HOURS	LESS THAN ONE HOUR	DON'T KNOW	REFUSED
{IF E3a=1} a. Watching TV? .....	1	2	3	d	r
{IF E3b=1} b. Watching a video or DVD? .....	1	2	3	d	r
{IF E3c=1} c. Playing outside? .....	1	2	3	d	r
{IF E3d=1} d. Reading or being read to? .....	1	2	3	d	r
{IF E3e=1} e. Playing video games like X-Box, PlayStation, or GameBoy? .....	1	2	3	d	r
{IF E3f=1} f. Playing inside with toys? .....	1	2	3	d	r
{IF E3g=1} g. Playing computer games? .....	1	2	3	d	r
{IF E3h=1} h. Using a computer for something other than games? .....	1	2	3	d	r

{SECOND CHILD} {Head Start Cases}

{IF E1 = 1}

E5. Does [CHILD] watch TV or videos in the room where (he/she) sleeps?

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

**VERSION BOX E1**  
**IF SPRING 2007 OR SPRING 2008, CONTINUE. ELSE GO TO**  
**VERSION BOX F**

{Head Start Cases}

E6. **Is there a yard, either your own or someone else's around your home, where [CHILD] can play?**

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

{Head Start Cases}

E7. **Is there a park or playground within walking distance of your home where [CHILD] can play?**

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

**GO TO VERSION BOX F**

**FF: FAMILY/SCHOOL INVOLVEMENT**

**VERSION BOX FF1  
KINDERGARTEN CASES ONLY  
CONTINUE**

{Kindergarten Cases}

**FF1. Now I'd like to ask you about (IF TALKING TO CHILD'S BIOLOGICAL OR ADOPTIVE MOTHER, DISPLAY: your/ IF TALKING TO SOMEONE OTHER THAN CHILD'S BIOLOGICAL OR ADOPTIVE MOTHER, DISPLAY: [CHILD]'S mother's) involvement with [CHILD]'s current school. Since the beginning of this school year, (IF TALKING TO CHILD'S BIOLOGICAL OR ADOPTIVE MOTHER, DISPLAY: have you/IF TALKING TO SOMEONE OTHER THAN CHILD'S BIOLOGICAL OR ADOPTIVE MOTHER, DISPLAY: has [CHILD]'s mother) . . .**

	YES	NO	DON'T KNOW	REFUSED
a. attended a general school meeting, for example, an open house, a back-to-school night or a meeting of a parent-teacher organization? .....	1	0	d	r
b. gone to a regularly-scheduled parent-teacher conference with [CHILD]'s teacher? .....	1	0	d	r
c. attended a school or class event, such as a play, (or) sports event because of [CHILD]? .....	1	0	d	r
d. acted as a volunteer at the school or served on a committee? .....	1	0	d	r

**BOX FF1a  
IF FF1 a - d ARE ALL NO, GO TO FF3.**

{Kindergarten Cases}

**FF2. During this school year, about how many times have (IF TALKING TO CHILD'S BIOLOGICAL OR ADOPTIVE MOTHER, DISPLAY: have you/IF TALKING TO SOMEONE OTHER THAN CHILD'S BIOLOGICAL OR ADOPTIVE MOTHER, DISPLAY: has [CHILD]'s mother) gone to meetings or participated in activities at [CHILD]'s school?**

\_\_\_\_ NUMBER

DON'T KNOW..... d

REFUSED..... r

{Kindergarten Cases}

FF3. Since the beginning of this school year, (IF TALKING TO CHILD'S BIOLOGICAL OR ADOPTIVE FATHER, DISPLAY: have you/IF TALKING TO SOMEONE OTHER THAN CHILD'S BIOLOGICAL OR ADOPTIVE FATHER, DISPLAY: has [CHILD]'s father) . . .

	YES	NO	DON'T KNOW	REFUSED
a. attended a general school meeting, for example an open house, a back-to-school night, or a meeting of a parent teacher organization? .....	1	0	d	r
b. gone to a regularly scheduled parent-teacher conference with [CHILD]'s teacher? .....	1	0	d	r
c. attended a school or class event, such as a sports event because of [CHILD]? ..	1	0	d	r
d. acted as a volunteer at the school or served on a committee? .....	1	0	d	r

**BOX FF3 a-d**  
**IF FF3 a - d ARE ALL NO, GO TO FF5**

{Kindergarten Cases}

FF4. During this school year, about how many times have (IF TALKING TO CHILD'S BIOLOGICAL OR ADOPTIVE FATHER, DISPLAY: have you/IF TALKING TO SOMEONE OTHER THAN CHILD'S BIOLOGICAL OR ADOPTIVE FATHER, DISPLAY: has [CHILD]'s father) gone to meetings or participated in activities at [CHILD]'s school?

|\_|\_| NUMBER

DON'T KNOW..... d

REFUSED..... r

{Kindergarten Cases}

FF5. As far as you know, is [CHILD] going to be promoted to first grade this coming fall, will (he/she) spend another year in kindergarten, or will (he/she) go into a transitional class?

PROMOTED TO FIRST GRADE ..... 1

SPEND ANOTHER YEAR IN KINDERGARTEN.. 2

WILL GO INTO A TRANSITIONAL CLASS..... 3

DON'T KNOW..... d

REFUSED..... r

{Kindergarten Cases}

FF6. **Now that [CHILD] has been in kindergarten for most of a school year, how satisfied are you with what Head Start did to help [CHILD] and your family be prepared for school? Are you . . .**

- very dissatisfied,..... 1
- somewhat dissatisfied,..... 2
- somewhat satisfied, or ..... 3
- very satisfied?..... 4
- DON'T KNOW..... d
- REFUSED..... r

**GO TO VERSION BOX G**

F. YOUR CHILD'S ACCOMPLISHMENTS

VERSION BOX F  
HEAD START CASES ONLY  
CONTINUE

{SECOND CHILD} {Head Start Cases}

F1. **These next questions are about things that different children do at different ages. These things may or may not be true for [CHILD].**

**Can [CHILD] recognize . . .**

- all of the letters of the alphabet, ..... 1
- most of them, ..... 2
- some of them, or ..... 3
- none of them? ..... 4
- DON'T KNOW..... d
- REFUSED..... r

{SECOND CHILD} {Head Start Cases}

F2. **How high can [CHILD] count? Would you say . . .**

- not at all, ..... 1
- up to five, ..... 2
- up to ten, ..... 3
- up to twenty, ..... 4
- up to fifty, or ..... 5
- up to 100 or more? ..... 6
- DON'T KNOW..... d
- REFUSED..... r

{SECOND CHILD} {Head Start Cases}

F3. **How often does [CHILD] like to write or pretend to write? Would you say . . .**

- never, ..... 1 → GO TO F6
- has done it once or twice, ..... 2
- sometimes, or ..... 3
- often? ..... 4
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD} {Head Start Cases}

{IF F3 = 2, 3, 4, d, r}

F4. **Does [CHILD] mostly write and draw rather than scribble?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD} {Head Start Cases}

{IF F3 = 2, 3, 4, d, r}

F5. **Can [CHILD] write (his/her) first name even if some of the letters are backward?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD} {Head Start Cases}

F6. **Can [CHILD] identify the colors red, yellow, blue, and green by name? Would you say . . .**

- all of them, ..... 1
- some of them, or ..... 2
- none of them? ..... 3
- CHILD IS COLOR BLIND ..... 4
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD} {Head Start Cases}

F7. **When [CHILD] speaks, is (he/she) understandable to a stranger?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD} {Head Start Cases}

F8. **Did [CHILD] start speaking later than other children you know?**

NOTE: REFERS TO PRIMARY LANGUAGE

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD} {Head Start Cases}

F9. **Does [CHILD] stutter or stammer?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

NOTE: A HELP SCREEN IS AVAILABLE WITH A DEFINITION FOR 'STUTTER OR STAMMER'.

HELP SCREEN:  
 Stuttering or stammering when speaking is a speech disorder involving hesitations and involuntary repetitions of certain sounds.

## **G. YOUR CHILD'S BEHAVIOR**

All instruments used in the ECLS-K are available on the web site with the exception of instruments that include items that are copyrighted. The social rating scale used in the study is an adaptation of the Social Skills Rating Scale by Gresham and Elliot 1990, published by American Guidance Service. Permission to adapt the scale was obtained from the copyright license owner (AGS). The agreement reached between Mathematica and NCS Pearson, Inc. prohibit us from distributing the actual rating scales used in the ECLS-K to the public. Permission to use or adapt the SSRS for your specific needs must be obtained from NCS Pearson, Inc.

**VERSION BOX G  
IF FALL 2006, SPRING 2007, OR SPRING 2008, OR  
KINDERGARTEN SURVEY, CONTINUE**

H. HOUSEHOLD ROUTINES

VERSION BOX H  
IF FALL 2006, SPRING 2007, SPRING 2008, KINDERGARTEN  
SURVEY, CONTINUE

My next questions are about some of the typical routines in your household.

H1. In a typical week, please tell me the number of days at least some of the family eats the evening meal together.

PROBE: IF VARIES, 'On average, how many days'?

\_\_\_\_ NUMBER

DON'T KNOW..... d

REFUSED..... r

{SECOND CHILD}

H2. Now, I'd like to ask you about [CHILD]'s eating habits. I want to know about the food [CHILD] ate or drank during the past 7 days. Think about all the meals and snacks [CHILD] had from the time (he/she) got up until (he/she) went to bed. Be sure to include food [CHILD] ate at home, (Head Start/Kindergarten), restaurants, play dates, anywhere else, and over the weekend.

[PRESS 1 to continue]

H2a. Let's start with the kinds of milk [CHILD] drinks. Include all types of milk, including cow's milk, soy milk, or any other kind of milk. Include the milk (he/she) drank in a glass or cup, from a carton, or with cereal.

During the past 7 days, how many times did [CHILD] drink milk? Was it . . .

{USE SHOW CARD IF IN PERSON INTERVIEW}

four or more times a day, ..... 1

two to three times a day, ..... 2

once a day, ..... 3

almost every day, ..... 4

1 to 3 times during the past 7 days, or ..... 5

(he/she) does not drink milk? ..... 6

DON'T KNOW..... d

REFUSED..... r



{SECOND CHILD}  
{IF H2 = 1, 2, 3, 4, 5}

H3. **What kind of milk did [CHILD] usually drink during the past 7 days?**

NOTE: IF RESPONDENT MENTIONS 'CHOCOLATE MILK', PROBE TO FIND OUT TYPE OF MILK USED.

READ CATEGORIES IF NECESSARY.

- WHOLE MILK ..... 1
  - 2% MILK ..... 2
  - SKIM MILK..... 3
  - LOW FAT OR 1% MILK ..... 4
  - SOY MILK..... 5
  - BOTH REGULAR COW'S MILK AND SOY MILK. 6
  - SOME OTHER KIND OF MILK (SPECIFY)..... 7
- 
- LACTAID ..... 8
  - DON'T KNOW..... d
  - REFUSED..... r

{SECOND CHILD}

H4. **During the past 7 days, how many times did [CHILD] drink Soda pop (for example, Coke, Pepsi, or Mountain Dew), sports drinks (for example, Gatorade), or fruit drinks that are not 100% fruit juice (for example, Kool-Aid, Sunny Delight, Hi-C, Fruitopia, or Fruitworks)?**

{USE SHOW CARD IF IN PERSON INTERVIEW}

READ CATEGORIES IF NECESSARY

- four or more times a day, ..... 1**
- two to three times a day, ..... 2**
- once a day, ..... 3**
- almost every day, ..... 4**
- 1 to 3 times during the past 7 days, or ..... 5**
- (he/she) did not drink these beverages? ..... 6**
- DON'T KNOW..... d
- REFUSED..... r

{SECOND CHILD}

H5. **During the past 7 days, how many times did [CHILD] eat a meal or snack from a fast food restaurant with no wait service such as McDonald's, Pizza Hut, Burger King, Kentucky Fried Chicken, Taco Bell, Wendy's and so on? Consider eating in, carry out, and delivery of meals to your residence.**

{USE SHOW CARD IF IN PERSON INTERVIEW}

READ CATEGORIES IF NECESSARY

- four or more times a day, ..... 1
- two to three times a day, ..... 2
- once a day, ..... 3
- almost every day, ..... 4
- 1 to 3 times during the past 7 days, or ..... 5
- (he/she) did not eat fast food? ..... 6
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD}

H6. **During the past 7 days, how many times did [CHILD] eat candy (including Fruit Roll-Ups and similar items), ice cream, cookies, cakes, brownies, or other sweets?**

{USE SHOW CARD IF IN PERSON INTERVIEW}

READ CATEGORIES IF NECESSARY

- four or more times a day, ..... 1
- two to three times a day, ..... 2
- once a day, ..... 3
- almost every day, ..... 4
- 1 to 3 times during the past 7 days, or ..... 5
- (he/she) did not eat candy? ..... 6
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD}

H7. **During the past 7 days, how many times did [CHILD] eat potato chips, corn chips such as Fritos or Doritos, Cheetos, pretzels, popcorn, crackers or other salty snack foods? Was it . . .**

{USE SHOW CARD IF IN PERSON INTERVIEW}

READ CATEGORIES IF NECESSARY

- four or more times a day, .....** 1
- two to three times a day, .....** 2
- once a day, .....** 3
- almost every day, .....** 4
- 1 to 3 times during the past 7 days, or .....** 5
- (he/she) did not eat salty snack foods? .....** 6
- DON'T KNOW.....** d
- REFUSED.....** r

VERSION BOX H1  
**IF FALL 2006, SPRING 2007, SPRING 2008,  
 KINDERGARTEN SURVEY CONTINUE**

{SECOND CHILD}

H8. **When is [CHILD]'s regular bedtime?**

PROBE: **We are interested in what time (he/she) goes to bed, not what time (he/she) actually falls asleep.**

NOTE: ENTER "98" FOR NO USUAL TIME"

NOTE: IF VARIES, PROBE: **On an average night?**

NOTE: IF BEDTIME IS AFTER MIDNIGHT, TYPE IN 11:59

|\_|\_|:|\_|\_| P.M.

- NO USUAL TIME ..... 98 → GO TO H10
- DON'T KNOW..... d
- REFUSED..... r

{SECOND CHILD}

H9. **How many times in the last week, Monday through Friday, was [CHILD] put to bed at that time?**

|\_| NUMBER

DON'T KNOW..... d

REFUSED..... r

{SECOND CHILD}

H10. **About what time does [CHILD] usually wake up on a weekday?**

NOTE: ENTER "98" FOR NO USUAL TIME

NOTE: IF VARIES, PROBE: **On average?**

|\_|\_|:|\_|\_| A.M.

NO USUAL TIME ..... 98

DON'T KNOW..... d

REFUSED..... r

{SECOND CHILD}

H11. **During a typical night, about how many times does [CHILD] wake up and need someone to help (him/her) settle back to sleep?**

|\_| NUMBER

DON'T KNOW..... d

REFUSED..... r

{SECOND CHILD}

H12. **Sometimes children mind pretty well and sometimes they don't. In the past week, have you spanked [CHILD] for not minding?**

PROBE: **By "mind" we mean "behave."**

YES ..... 1

NO ..... 0

DON'T KNOW..... d

REFUSED..... r



{SECOND CHILD}

{IF H12 = 1}

H13. About how many times did you do this in the past week?

PROBE: Your best estimate is fine.

|\_|\_| NUMBER

DON'T KNOW..... d

REFUSED..... r

{SECOND CHILD}

H14. In the past week, have you used "time out" or sent [CHILD] to (his/her) room for not minding?

YES ..... 1

NO ..... 0

DON'T KNOW..... d

REFUSED..... r

{SECOND CHILD}

{IF H14 = 1}

H15. About how many times did you do this in the past week?

PROBE: Your best estimate is fine.

|\_|\_| NUMBER

DON'T KNOW..... d

REFUSED..... r

<p><b>BOX H16</b></p> <p><b>HEAD START CASES: GO TO H16</b></p> <p><b>KINDERGARTEN CASES: GO TO VERSION BOX J</b></p>
---

{Head Start Cases}

H16. Here are some statements that parents of young children say about themselves. I'm going to read the statements, and after each one, please tell me how much like you that is: exactly, very much, somewhat, not much or not at all.

SHOW CARD		EXACTLY	VERY MUCH	SOMEWHAT	NOT MUCH	DON'T KNOW	REFUSED
a.	I control my child by warning (him/her) about the bad things that can happen to (him/her)	1	2	3	4	d	r
b.	There are times I just don't have the energy to make my child behave as (he/ she) should	1	2	3	4	d	r
c.	My child and I have warm intimate moments together	1	2	3	4	d	r
d.	I teach my child that misbehavior or breaking the rules will always be punished one way or another	1	2	3	4	d	r
e.	I encourage my child to be curious, to explore, and to question things	1	2	3	4	d	r
f.	I do not allow my child to get angry with me	1	2	3	4	d	r
g.	I am easygoing and relaxed with my child	1	2	3	4	d	r
h.	I believe that a child should be seen and not heard	1	2	3	4	d	r
i.	I make sure my child knows that I appreciate what (he/she) tries to accomplish	1	2	3	4	d	r
j.	I have little or no difficulty sticking with my rules for my child even when close relatives (including grandparents) are there	1	2	3	4	d	r
k.	I encourage my child to be independent of me	1	2	3	4	d	r
l.	Once I decide how to deal with a misbehavior of my child, I follow through on it	1	2	3	4	d	r
m.	I believe physical punishment to be the best way of disciplining	1	2	3	4	d	r

**BOX H16A**  
**HEAD START CASES: GO TO VERSION BOX I1**  
**KINDERGARTEN CASES: GO TO VERSION BOX J**

**I. PARENT INVOLVEMENT AND SATISFACTION WITH HEAD START**

**VERSION BOX I1**  
**HEAD START CASES ONLY**  
**CONTINUE**

{SECOND CHILD}

**11. Please indicate how often you have participated in the following activities at [CHILD]'s Head Start center since the beginning of this Head Start year.**

**For each one, tell me if that is not yet, once or twice, several times, about once a month, or at least once a week. How often have you . . .**

SHOW CARD	NOT YET	ONCE OR TWICE	SEVERAL TIMES	ABOUT ONCE A MONTH	AT LEAST ONCE A WEEK	DON'T KNOW	REFUSED	
a. volunteered or helped out in [CHILD]'s classroom? .....	1	2	3	4	5	d	r	
b. observed in [CHILD]'s classroom for at least 30 minutes? .....	1	2	3	4	5	d	r	
c. prepared food or materials for special events such as a holiday celebration or special cultural event? .....	1	2	3	4	5	d	r	
d. helped with field trips or other special events? .	1	2	3	4	5	d	r	
e. attended Head Start social events such as bazaars or fairs for children and families? .....	1	2	3	4	5	d	r	
f. attended parent education meetings or workshops focusing on topics such as job skills or child-rearing? .....	1	2	3	4	5	d	r	
g. attended parent-teacher conferences? .....	1	2	3	4	5	d	r	
h. visited with a Head Start staff member in your home? .....	1	2	3	4	5	d	r	
i. attended a Head Start event with spouse or partner? .....	1	2	3	4	5	d	r	NA
<small>MARK "NA" IF NO SPOUSE OR PARTNER  PROGRAMMER: ALLOW NA AS A RESPONSE HERE</small>								
j. attended a Head Start event with another adult? .....	1	2	3	4	5	d	r	
k. participated in Policy Council, monitoring-related activities, or other Head Start planning groups? .....	1	2	3	4	5	d	r	
l. called or visited another Head Start parent on a matter related to Head Start? .....	1	2	3	4	5	d	r	
m. prepared or distributed newsletters, fliers, or Head Start materials? .....	1	2	3	4	5	d	r	
n. participated in fundraising activities? .....	1	2	3	4	5	d	r	
o. participated in any other Head Start activities? .	1	2	3	4	5	d	r	

{IF I1o = 2,3,4 OR 5}

**11p. What other activities?**

(SPECIFY) \_\_\_\_\_

12. Some parents have a hard time participating in their child's Head Start program. Please tell me if any of the following things have kept you from participating as much as you would like in [CHILD]'s Head Start program this past year?

	YES	NO	N/A	DON'T KNOW	REFUSED
{SECOND CHILD}					
a. Your need for child care? .....	1	0	n/a	d	r
{SECOND CHILD}					
b. Your work schedule interferes? .....	1	0	n/a	d	r
c. Your school or training schedule interferes? .....	1	0	n/a	d	r
d. You need transportation? .....	1	0	n/a	d	r
e. You don't know others at Head Start? .....	1	0	n/a	d	r
f. You feel uncomfortable at Head Start? .....	1	0	n/a	d	r
g. You have health problems that interfere? .....	1	0	n/a	d	r
{SECOND CHILD}					
h. [CHILD]'s teacher is uncomfortable with parents in the classroom? .....	1	0	n/a	d	r
i. Head Start doesn't provide enough opportunities for you to participate? .....	1	0	n/a	d	r
j. You have had bad experiences with Head Start in the past? .....	1	0	n/a	d	r
k. You are uncomfortable because of language or cultural differences? .....	1	0	n/a	d	r
l. You have concern for your safety while getting to Head Start? .....	1	0	n/a	d	r
m. You need more support from your spouse or partner? .....	1	0	n/a	d	r
n. Has anything else kept you from participating in Head Start activities? .....	1	0	n/a	d	r

{IF I2n = 1}

I2o. What kept you from participating in Head Start activities?

(SPECIFY) \_\_\_\_\_

## J. ABOUT CHILD'S MOTHER

### VERSION BOX J

**IF FALL 2006, SPRING 2007, SPRING 2008,  
KINDERGARTEN SURVEY, CONTINUE**

### SECOND CHILD BOX J1

**IF SECOND CHILD AND THE BIOLOGICAL OR ADOPTIVE  
MOTHER ARE THE SAME, GO TO VERSION BOX K**

### VERSION BOX J2

**IF BIOLOGICAL OR ADOPTIVE MOTHER IN HOUSEHOLD (B5a-k = 1), AND RESPONDENT  
IS BIOLOGICAL OR ADOPTIVE MOTHER (SC9 OR SC9-V1 or SC9-V2 = 11 OR 13) AND  
FALL 2006, OR NO PREVIOUS INTERVIEW, GO TO BOX J9, ELSE GO TO BOX J16a**

**IF BIOLOGICAL OR ADOPTIVE MOTHER IN HOUSEHOLD (B5a-k = 1), AND RESPONDENT  
IS NOT BIOLOGICAL OR ADOPTIVE MOTHER (SC9 OR SC9-V1 or SC9-V2 = 12, 14...30)  
AND FALL 2006, OR NO PREVIOUS INTERVIEW, GO TO J8, ELSE GO TO BOX J16a**

**FALL 2006 OR NO PREVIOUS INTERVIEW: IF [CHILD]'s MOTHER NOT IN HOUSEHOLD  
AND {B5a\_k =2\_18,d,r}, ASK J1**

**SPRING 2007, SPRING 2008, AND SPRING 2009: IF MOTHER LEFT HOUSEHOLD SINCE  
LAST INTERVIEW OR CHILD IN DIFFERENT HOUSEHOLD, ASK J1**

**IF BIOLOGICAL OR ADOPTIVE MOTHER IS NOT IN HOUSEHOLD, AND WAS NOT IN  
HOUSEHOLD AT PREVIOUS INTERVIEW, GO TO J3**

**HEAD START CASES: IF ANY PREVIOUS INTERVIEW AND  
CONDITIONS ABOVE ARE NOT MET, GO TO BOX J14a.**

**KINDERGARTEN CASES: IF ANY PREVIOUS INTERVIEW  
AND CONDITIONS ABOVE ARE NOT MET, GO TO BOX J16a.**

{SECOND CHILD}  
{IF B5a-k = 2-18, d, r}

J1. **My next questions are about (you/[CHILD]'s mother). There are many reasons for children not living with their parents. Please tell me why [CHILD] is not living with (her/his) mother.**

PROBE: **Are there any other reasons?**

CODE ALL THAT APPLY

- [CHILD]'S MOTHER IS DECEASED ..... 11
  - [CHILD]'S MOTHER DID NOT HAVE ENOUGH MONEY TO RAISE (HER/HIM) ..... 12
  - (HER/HIS) MOTHER GOT TOO SICK TO TAKE CARE OF [CHILD] ..... 13
  - (HER/HIS) MOTHER HAD A DRINKING PROBLEM AND COULD NOT TAKE CARE OF [CHILD] ..... 14
  - (HER/HIS) MOTHER HAD A DRUG PROBLEM AND COULD NOT TAKE CARE OF [CHILD] ..... 15
  - (HER/HIS) MOTHER HAD A MENTAL OR EMOTIONAL PROBLEM AND COULD NOT TAKE CARE OF [CHILD]. ..... 16
  - (HER/HIS) MOTHER WAS IN TROUBLE WITH THE LAW OR HAD TO GO TO JAIL ..... 17
  - [CHILD] WAS NEGLECTED OR ABUSED WHILE LIVING WITH (HER/HIS) MOTHER. .... 18
  - SOMEONE AT THE CHILD WELFARE OFFICE SAID [CHILD] COULD NOT LIVE WITH (HIS/HER) MOTHER ANY MORE. .... 19
  - NO EXPLANATION GIVEN ..... 20
  - SOMETHING ELSE (SPECIFY) ..... 21
- 
- DIVORCED/SEPARATED ..... 22
  - DON'T KNOW ..... d
  - REFUSED ..... r

BOX J2A  
IF J1 = 11, GO TO J8  
**ASK J2 ONLY IF MOTHER WAS NOT ON ANY PREVIOUS  
HOUSEHOLD ROSTERS OR FALL 2006, ELSE GO TO J3**

{SECOND CHILD}

{IF B5a-k = 2-18, d, r AND J1 = 12-22, d, r}

J2. **Did [CHILD]’s mother ever live in the same household with [CHILD]?**

YES ..... 1  
 NO ..... 0  
 DON’T KNOW ..... d  
 REFUSED ..... r

{SECOND CHILD}

{IF B5a-k = 2-18, d, r AND J1 = 12-22, d, r}

J3. **Does [CHILD]’s mother currently live in the same city or county as [CHILD]?**

YES ..... 1  
 NO ..... 0  
 DON’T KNOW ..... d  
 REFUSED ..... r

{SECOND CHILD}

{IF B5a-k = 2-18, d, r AND J1 = 12-22, d, r}

J4. **[(IF FALL 2006)In the past year/(ELSE)Since [MONTH AND YEAR OF PREVIOUS INTERVIEW]], about how many days has [CHILD] seen (his/her) mother?**

|\_|\_|\_| NUMBER  
 DON’T KNOW ..... d  
 REFUSED ..... r

{SECOND CHILD}

{IF B5a-k = 2-18, d, r AND J1 = 12-22, d, r}

J5. **How long has it been since [CHILD] last had contact with (his/her) mother?**

CHILD NEVER HAD CONTACT ..... 0  
 DON’T KNOW ..... d  
 REFUSED ..... r

|\_|\_|\_| NUMBER    |\_|\_| CODE

DAYS AGO ..... 1  
 WEEKS AGO ..... 2  
 MONTHS AGO ..... 3  
 YEARS AGO ..... 4

{SECOND CHILD}

{IF B5a-k = 2-18, d, r AND J1 = 12-22, d, r}

J6. **[(IF FALL 2006)In the past year/(ELSE)Since [MONTH AND YEAR MOTHER LEFT], [MONTH AND YEAR OF LAST INTERVIEW]], (have you/has your family) received any child support payments for [CHILD] from (his/her) mother?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD}

{IF B5a-k = 2-18, d, r AND J1 = 12-22, d, r}

J7. **[(IF FALL 2006)In the past year/(ELSE)Since [MONTH AND YEAR MOTHER LEFT], [MONTH AND YEAR OF LAST INTERVIEW]], (have you/has your family) received any other financial support for [CHILD] from (his/her) mother?**

PROBE: Other than child support payments.

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD}

{IF B5a-k = 2-18, d, r AND J1 = 12-22, d, r}

J7a. **Is there anyone else who is like a mother to [CHILD]?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r



{SECOND CHILD}

{IF J7a = 1}

J7b. **Who is this person? Is she . . .**

- |   |   |                          |
|---|---|--------------------------|
| [IF R IS FEMALE, READ] <b>you</b> , ..... | 1 | } → GO TO VERSION BOX J3 |
| <b>your spouse or partner</b> , .....     | 2 |                          |
| <b>a relative of [CHILD], or</b> .....    | 3 | } → GO TO J7c            |
| <b>a friend of the family?</b> .....      | 4 |                          |
| DON'T KNOW .....                          | d | } → GO TO J8             |
| REFUSED .....                             | r |                          |

{SECOND CHILD}

{IF J7b = 3, 4}

J7c. **Does this (relative/friend of the family) live in your household?**

- |                  |   |
|------------------|---|
| YES .....        | 1 |
| NO .....         | 0 |
| DON'T KNOW ..... | d |
| REFUSED .....    | r |

**VERSION BOX J3**  
**IF FIRST INTERVIEW, GO TO J8**  
**IF ANY PREVIOUS INTERVIEW AND J1 ≠ 11, SKIP TO J15,**  
**ELSE GO TO BOX J16a**

{SECOND CHILD}

{IF J1 = 11}

J8. I am sorry to hear about [CHILD]'s mother passing. I would like to ask you a few questions about her.

{IF SC9 OR SC9-V1 OR RESPONDENT FLAG OR SC9-V2 =12, 14...30}

Now I'm going to ask you some questions about [CHILD]'s mother.

What (is/was) her birth date?

\_\_\_\_/\_\_\_\_/\_\_\_\_  
MONTH DAY YEAR

DON'T KNOW..... d

REFUSED..... r

**BOX J9**  
**IF THE RESPONDENT [CHILD]'s BIRTH MOTHER {SC9 OR SC9-V1 OR SC9-V2 = 11}, FILL "you."**  
**IF SOMEONE ELSE {SC9 OR SC9-V1 OR SC9-V2 = 12-30, d, r}, FILL '[CHILD]'s mother."**

{SECOND CHILD}

J9. How old (were you/was she) when (you/she) gave birth for the first time?

PROBE: Your best estimate is fine.

\_\_\_\_ NUMBER

DON'T KNOW..... d

REFUSED..... r

{SECOND CHILD}

J10. (Are you/Is she/Was she) of Spanish, Hispanic, or Latino origin?

YES ..... 1

NO ..... 0

DON'T KNOW..... d

REFUSED..... r



{SECOND CHILD}

{IF J10=1}

J11. Which one of these best describe(s/d) (your/her) Spanish, Hispanic, or Latino origin? Would you say . . .

NOTE: IF MORE THAN ONE, CODE AS OTHER

- Mexican, Mexican American, Chicano,..... 1
- Puerto Rican,..... 2
- Cuban, or ..... 3
- another Spanish/Hispanic/  
Latino group? (SPECIFY) ..... 4

---

- DON'T KNOW ..... d
- REFUSED..... r

{SECOND CHILD}

J12. What (is/was) (your/her) race? You may name more than one if you like.

CODE ALL THAT APPLY

- WHITE ..... 11
- BLACK OR AFRICAN AMERICAN ..... 12
- AMERICAN INDIAN OR ALASKA NATIVE ..... 13
- ASIAN INDIAN..... 14
- CHINESE..... 15
- FILIPINO..... 16
- JAPANESE ..... 17
- KOREAN ..... 18
- VIETNAMESE..... 19
- ASIAN (NOT FURTHER SPECIFIED)..... 20
- NATIVE HAWAIIAN ..... 21
- GUAMANIAN OR CHAMORRO..... 22
- SAMOAN ..... 23
- OTHER PACIFIC ISLANDER (SPECIFY) ..... 24

---

- ANOTHER RACE (SPECIFY) ..... 25

---

- DON'T KNOW ..... d
- REFUSED..... r

{SECOND CHILD}

J13. In what country (were you/was she) born?

CODE ONLY ONE

USA .....	059	→ GO TO BOX J14a
MEXICO .....	303	
GUATEMALA.....	313	
CUBA.....	327	
DOMINICAN REPUBLIC.....	329	
INDIA.....	210	
CHINA .....	207	
PHILIPPINES.....	233	
JAPAN.....	215	
KOREA.....	217	
VIETNAM.....	247	
GUAM.....	066	
SAMOA.....	527	
OTHER (SPECIFY).....	600	
<hr/>		
DON'T KNOW.....	d	
REFUSED.....	r	

**BOX J13a**

**IF RESPONDENT IS BIRTH OR ADOPTIVE MOTHER  
{SC9 OR SC9-V1 OR SC9-V2 = 11, 13}, CONTINUE.**

**IF NOT BIRTH OR ADOPTIVE MOTHER AND BIRTH MOTHER IS  
ALIVE {SC9 OR SC9-V1 OR SC9-V2 = 12, 14-30, d, r AND  
J1 = 12-22, d, r}, CONTINUE.**

**IF SOMEONE ELSE AND BIRTH MOTHER IS  
DECEASED {J1 = 11},  
GO TO VERSION BOX K.**

{SECOND CHILD}

{J1 = 12-22, d, r AND J13 = 066-600, d, r}

J14. **How many years (have you/has she/did she) live(d) in the United States?**

|\_|\_| NUMBER

DON'T KNOW..... d

REFUSED..... r

**BOX J14a**  
**IF RESPONDENT IS NOT EQUAL TO 01 (NOT BIOLOGICAL MOTHER) AND 02 (NOT BIOLOGICAL FATHER), CONTINUE. OTHERWISE, GO TO BOX J16a.**

{SECOND CHILD}

{IF SC9, SC9-V1, OR SC9-V2 = 11, 12, 13, 14, 15, 16 and B5 a-k CONTAINS 01, 02, 03,04}

{IF SC9 OR SC9-V1 OR RESPONDENT FLAG OR SC9-V2 = 13-30, d, r}

J15. **The next questions are about [CHILD]'s biological mother and biological father.**

**Are they . . .**

**married,** ..... 1 → GO TO BOX J16a

**divorced,**..... 2

**separated, or** ..... 3

**not married?** ..... 4

DON'T KNOW..... d

REFUSED..... r

{SECOND CHILD}

{IF SC9, SC9-V1, OR SC9-V2 = 11, 12, 13, 14, 15, 16 and B5 a-k CONTAINS 01, 02, 03,04}

{IF J15 = 2, 3, 4, d, r}

J16. **Which of the following statements best describes their current relationship?**

**they are romantically involved on a steady basis,** ..... 1

**they are involved in an on-again and off-again relationship,** ..... 2

**they are just friends, or** ..... 3

**they are not in any kind of relationship?**..... 4

DON'T KNOW..... d

REFUSED..... r

**BOX J16a**

**IF THE RESPONDENT IS [CHILD]'s MOTHER {SC9 OR SC9-V1 OR SC9-V2 = 11,13}, FILL 'you'.**

**IF SOMEONE ELSE {SC9 OR SC9-V1 OR SC9-V2 = 12, 14-30} AND MOTHER IS LIVING IN HOUSEHOLD {B5a-k = 1}, FILL [CHILD]'s mother.**

**IF MOTHER IS NOT LIVING IN HOUSEHOLD {B5a-k =2-18,d, r}, GO TO VERSION BOX K.**

{SECOND CHILD}

{IF B5a-k = 1 AND J1 = 12-22, d, r}

J17. **During the past week, did (you/[CHILD]'s mother) work at a job for pay or income, including self employment?**

- YES ..... 1 → GO TO J21
  - NO ..... 0
  - RETIRED ..... 2
  - DISABLED/UNABLE TO WORK ..... 3
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → GO TO J24

{SECOND CHILD}

{IF J17 = 0}

J18. **(Were you/Was she) on leave or vacation from a job for the past week?**

NOTE: PAST WEEK: PAST 7 DAYS.

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD}

{IF J17 = 0}

J19. **(Have you/Has she) actively been looking for work in the past four weeks?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD}

{IF J17 = 0}

J20. **Did (you/[CHILD]'s mother) work at a job for pay or income, including self-employment, {(IF NO PREVIOUS INTERVIEW) in the last 12 months/(ELSE) since [MONTH AND YEAR OF LAST INTERVIEW]}**

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r



{SECOND CHILD}

{IF J17 = 1 OR J20 = 1}

J21. **About how many total hours per week (do you/did you/does she/did she) usually work for pay or income, counting all jobs?**

IF HOURS VARY, AVERAGE HOURS PER WEEK.

PROBE: **Your best estimate is fine.**

\_\_\_\_ NUMBER

- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD}

{IF J17 = 1 OR J20 = 1}

J22. **Where (did you/did she) work for the most hours {(IF NO PREVIOUS INTERVIEW) in the last 12 months/(ELSE) since [MONTH AND YEAR OF LAST INTERVIEW]}.**

PROBE, IF MORE THAN ONE JOB: **The job where you worked the most hours.**

PROBE: **What is the name of the company?**

NOTE: IF SELF-EMPLOYED AND NO COMPANY NAME, ENTER 'SELF-EMPLOYED'.

NAME OF COMPANY \_\_\_\_\_

- DID NOT WORK IN PAST 12 MONTHS ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

{J22 < > 0, d, r}

J22a. **What type of business is that? What do they do or make?**

TYPE OF BUSINESS \_\_\_\_\_

DON'T KNOW..... d

REFUSED..... r

{SECOND CHILD}

{IF J17 = 1 OR J20 = 1}

NOTE: CODING WILL BE DONE IN THE OFFICE NOT BY INTERVIEWER

J23. **What kind of work ((J17=1: are you/is she/(J17=0: were you/was she)) doing?**

PROBE: **What is your job title?**

\_\_\_\_\_

|\_|\_| CODE

DON'T KNOW..... d

REFUSED..... r

J23a. **What [J17 = 1: are/(J17 = 0 were) (your/her)] most important activities or duties?**

PROBE: **What are (your/her) main duties, for example, typing, keeping account books, filing, waiting on tables?**

IMPORTANT DUTIES \_\_\_\_\_

DON'T KNOW..... d

REFUSED..... r

<b>BOX J23a</b>	
EXECUTIVE, ADMINISTRATIVE, AND MANAGERIAL OCCUPATIONS .....	01
ENGINEERS, SURVEYORS, AND ARCHITECTS .....	02
NATURAL SCIENTISTS AND MATHEMATICIANS.....	03
SOCIAL SCIENTISTS, SOCIAL WORKERS, RELIGIOUS WORKERS AND LAWYERS .....	04
TEACHERS .....	05
HEALTH DIAGNOSING AND TREATING PRACTITIONERS .....	06
REGISTERED NURSES, PHARMACISTS, DIETITIANS, THERAPISTS AND PHYSICIAN'S ASSISTANTS .....	07
WRITERS, ARTISTS, ENTERTAINERS AND ATHLETES.....	08
HEALTH TECHNOLOGISTS AND TECHNICIANS .....	09
TECHNOLOGISTS AND TECHNICIANS, EXCEPT HEALTH.....	10
MARKETING AND SALES OCCUPATIONS .....	11
ADMINISTRATIVE SUPPORT OCCUPATION, INCLUDING CLERICAL .....	12
SERVICE OCCUPATIONS .....	13
AGRICULTURAL, FORESTRY, AND FISHING OCCUPATIONS .....	14
MECHANICS AND REPAIRERS.....	15
CONSTRUCTION AND EXTRACTIVE OCCUPATIONS.....	16
PRECISION PRODUCTION OCCUPATIONS .....	17
TRANSPORTATION AND MATERIALS MOVING OCCUPATIONS .....	18
HANDLERS, EQUIPMENT CLEANERS, HELPERS AND LABORERS.....	19
MISCELLANEOUS OCCUPATIONS.....	20
NEVER WORKED/HOMEMAKERS .....	21

**VERSION BOX J1**  
**IF FIRST TIME FAMILY IS INTERVIEWED, ASK J24.**  
**ELSE GO TO J26.**

{SECOND CHILD}

J24. **The next questions are about the kinds of educational activities (you/she) may take part in. We will talk about degree programs and classes in colleges and vocational schools, courses or training sessions related to work or personal interest, and other ways of learning new information or skills.**

**What is the highest grade or year of school that (you/she) completed?**

NOTE: If 'high school', PROBE: **What is the last grade you completed?**

NOTE: If 'college', PROBE: **Did you receive a degree? What type of degree?**

CODE ONLY ONE

- UP TO 8TH GRADE ..... 1
- 9TH TO 11TH GRADE.....2
- 12TH GRADE BUT NO DIPLOMA .....3
- HIGH SCHOOL DIPLOMA/EQUIVALENT..... 4
- VOC/TECH PROGRAM AFTER HIGH SCHOOL  
BUT NO VOC/TECH DIPLOMA ..... 5
- VOC/TECH DIPLOMA AFTER HIGH SCHOOL ... 6
- SOME COLLEGE BUT NO DEGREE ..... 7
- ASSOCIATE'S DEGREE ..... 8
- BACHELOR'S DEGREE ..... 9
- GRADUATE OR PROFESSIONAL  
SCHOOL BUT NO DEGREE ..... 10
- MASTER'S DEGREE (MA, MS)..... 11
- DOCTORATE DEGREE (PHD, EDD) ..... 12
- PROFESSIONAL DEGREE AFTER  
BACHELOR'S DEGREE (MEDICINE/MD;  
DENTISTRY/DDS; LAW/JD/LLB; ETC.)..... 13
- DON'T KNOW..... d
- REFUSED..... r

{SECOND CHILD}  
{IF J24 = 4, 5, 6, 7}

J25. Which (do you/does she) have, a high school diploma or a GED?

HIGH SCHOOL DIPLOMA ..... 1  
GED ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

{SECOND CHILD}

J26. (IF NO PREVIOUS INTERVIEW(Are you/Is she) now attending or enrolled)/ELSE(Since [MONTH AND YEAR OF LAST INTERVIEW] (did you/she) attend or enroll) in any courses, classes, or workshops for work-related reasons or personal interest? Some examples include college or university degree or certificate programs, computer courses, job training courses, basic reading or math classes, family literacy classes or GED preparation classes?

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

{SECOND CHILD}

{IF J26 = 1}

J27. (Are you/Is she) currently taking courses full-time or part-time?

FULL-TIME ..... 1  
PART-TIME ..... 2  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

{SECOND CHILD} {J26=0,d,r}

J28. (Are you/Is she) currently participating in a job-training or on-the-job-training program?

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

VERSION BOX J4  
 HEAD START CASES: IF FALL 2006, GO TO J31, ELSE  
 CONTINUE  
 KINDERGARTEN CASES: CONTINUE

{SECOND CHILD}

J29. **(Have you/Has she) received a certificate, diploma, or degree {(IF NO PREVIOUS INTERVIEW) in the last 12 months/(ELSE) since [MONTH AND YEAR OF LAST INTERVIEW]}?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW..... d
- REFUSED..... r

{SECOND CHILD}

{IF J29 = 1}

J30. **What kind of certificate, diploma, or degree (did you/did she) receive?**

CODE ONLY ONE

- TRADE LICENSE OR CERTIFICATE ..... 1
  - GED CERTIFICATE OR EQUIVALENT ..... 2
  - HIGH SCHOOL DIPLOMA ..... 3
  - ASSOCIATE'S DEGREE ..... 4
  - CHILD DEVELOPMENT ASSOCIATE (CDA) ..... 5
  - BACHELOR'S DEGREE ..... 6
  - GRADUATE DEGREE ..... 7
  - OTHER (SPECIFY)..... 8
- 
- DON'T KNOW..... d
  - REFUSED..... r

{SECOND CHILD} {Head Start Cases}

{IF J26 = 1}

J31. **Did Head Start help (you/her) to take or locate the programs, courses, classes, or workshops that (you are/she is) taking?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW..... d
- REFUSED..... r

**BOX J31A**  
**IF J26 IS NOT EQUAL TO 1 (IS NOT TAKING COURSES) AND J28 IS NOT**  
**EQUAL TO 1 (IS NOT PARTICIPATING IN JOB-TRAINING), ASK J32.**  
**OTHERWISE, GO TO VERSION BOX K**

{SECOND CHILD} {Head Start Cases}

{IF J26 = 0,d,r AND J28 = 0,d,r}

J32. **Adults sometimes find it hard to take part in educational activities, even if they want to. What was the main reason (you/she) did not take any programs, courses, classes, or workshops?**

PROBE: **Which was the main reason?**

CODE ONLY ONE

- ADMISSION REQUIREMENT/QUALIFICATION.. 1
  - TOO OLD TO TAKE ANY COURSES..... 2
  - HEALTH PROBLEM/DISABILITY ..... 3
  - DON'T LIKE LEARNING ..... 4
  - LACK OF CONFIDENCE/LANGUAGE BARRIER 5
  - NO INFORMATION ABOUT OFFERING ..... 6
  - LACK OF CHILD CARE ..... 7
  - TIME CONSTRAINTS (HOME OR WORK)..... 8
  - COST..... 9
  - INCONVENIENT LOCATION/  
TRANSPORTATION NOT AVAILABLE ..... 10
  - DID NOT NEED MORE..... 11
  - OTHER (SPECIFY)..... 12
- 
- DID NOT WANT TO/NO INTEREST ..... 13
  - CHILD RELATED REASONS (PREGNANT/  
STAY AT HOME TO CARE FOR CHILD) ..... 14
  - DON'T KNOW..... d
  - REFUSED..... r

**K. ABOUT CHILD'S FATHER**

**VERSION BOX K  
IF FALL 2006, SPRING 2007, SPRING 2008, KINDERGARTEN  
SURVEY, CONTINUE**

{IF FATHER'S BIRTH DATE FLAGGED AS MISSING FROM PREVIOUS ROUNDS, AND C2 = 1. DO NOT ASK FA2 IF NO PREVIOUS INTERVIEW.}

FA2. **When we interviewed you in the fall, we neglected to ask you about [CHILD]'s father's date of birth. Could you please tell me what it is?**

|\_|\_| / |\_|\_| / |\_|\_|\_|\_|  
MONTH DAY YEAR

DON'T KNOW..... d

REFUSED..... r

**VERSION BOX K1  
IF SECOND CHILD AND THE BIOLOGICAL OR ADOPTIVE  
FATHER ARE THE SAME, GO TO VERSION BOX L**

**VERSION BOX K2  
IF BIOLOGICAL OR ADOPTIVE FATHER IN HOUSEHOLD (B5a-k = 2), AND  
RESPONDENT IS BIOLOGICAL OR ADOPTIVE FATHER (SC9 OR SC9-V1 or  
SC9-V2 = 12 OR 14) AND FALL 2006 OR NO PREVIOUS INTERVIEW,  
GO TO BOX K9, ELSE GO TO BOX K16a**

**IF BIOLOGICAL OR ADOPTIVE FATHER IN HOUSEHOLD (B5a-k = 2), AND  
RESPONDENT IS NOT BIOLOGICAL OR ADOPTIVE FATHER  
(SC9 OR SC9-V1 or SC9-V2 = 11, 13, 15...30)) AND FALL 2006 OR NO  
PREVIOUS INTERVIEW, GO TO K8, ELSE GO TO BOX K16a**

**FALL 2006 OR NO PREVIOUS INTERVIEW: IF [CHILD]'s BIRTH OR  
ADOPTIVE FATHER NOT IN HOUSEHOLD {B5A-K = 1,3-18,d,r}, ASK K1.**

**SPRING 2007, SPRING 2008, AND SPRING 2009: IF FATHER LEFT  
HOUSEHOLD SINCE LAST INTERVIEW OR CHILD LEFT HOUSEHOLD,  
ASK K1**

**SPRING 2007: IF BIOLOGICAL OR ADOPTIVE FATHER NOT IN HOUSEHOLD  
AND WAS NOT IN HOUSEHOLD AT PREVIOUS INTERVIEW, GO TO K3  
IF ANY PREVIOUS INTERVIEW AND CONDITIONS ABOVE ARE NOT MET,  
GO TO BOX K16a.**

{SECOND CHILD}

{IF B5a – k = 1, 3 – 18, d, r}

K1. My next questions are about [CHILD]’s father.

**There are many reasons for children not living with their fathers. Please tell me why [CHILD] is not living with (her/his) father.**

**PROBE: Are there any other reasons?**

CODE ALL THAT APPLY

- [CHILD]’S FATHER IS DECEASED ..... 11
- [CHILD]’S FATHER DID NOT HAVE ENOUGH MONEY TO RAISE (HER/HIM) ..... 12
- (HER/HIS) FATHER GOT TOO SICK TO TAKE CARE OF [CHILD] ..... 13
- (HER/HIS) FATHER HAD A DRINKING PROBLEM AND COULD NOT TAKE CARE OF [CHILD] ..... 14
- (HER/HIS) FATHER HAD A DRUG PROBLEM AND COULD NOT TAKE CARE OF [CHILD] ..... 15
- (HER/HIS) FATHER HAD A MENTAL OR EMOTIONAL PROBLEM AND COULD NOT TAKE CARE OF [CHILD] ..... 16
- (HER/HIS) FATHER WAS IN TROUBLE WITH THE LAW OR HAD TO GO TO JAIL..... 17
- [CHILD] WAS NEGLECTED OR ABUSED WHILE LIVING WITH (HER/HIS) FATHER ..... 18
- SOMEONE AT THE CHILD WELFARE OFFICE SAID [CHILD] COULD NOT LIVE WITH (HIS/HER) FATHER ANY MORE..... 19
- NO EXPLANATION GIVEN ..... 20
- SOMETHING ELSE (SPECIFY)..... 21

---

- DIVORCED/SEPARATED ..... 22
- FATHER LEFT/DID NOT WANT CHILD ..... 23
- DON’T KNOW..... d
- REFUSED..... r

**BOX K2a**  
**IF K1 = 11, GO TO K8**  
**ASK K2 ONLY IF FATHER WAS NOT ON ANY PREVIOUS**  
**HOUSEHOLD ROSTERS, ELSE GO TO K3**

{SECOND CHILD}

{IF B5a – k = 1, 3-18, d, r AND K1 = 12-23, d, r}

K2. **Did [CHILD]’s father ever live in the same household with [CHILD]?**

- YES ..... 1
- NO ..... 0
- DON’T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD}

{IF B5a – k = 1, 3-18, d, r AND K1 = 12-23, d, r}

K3. **Does [CHILD]’s father currently live in the same city or county as [CHILD]?**

- YES ..... 1
- NO ..... 0
- DON’T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD}

{IF B5a – k = 1, 3-18, d, r AND K1 = 12-23, d, r}

K4. **[(IF FALL 2006) In the past year/(ELSE) Since [MONTH AND YEAR OF PREVIOUS INTERVIEW]], about how many days has [CHILD] seen (his/her) father?**

- NUMBER
- DON’T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD}

{IF B5a – k = 1, 3-18, d, r AND K1 = 12-23, d, r}

K5. **How long has it been since [CHILD] last had contact with (his/her) father?**

CHILD NEVER HAD CONTACT ..... 0

DON'T KNOW ..... d

REFUSED ..... r

\_\_|\_\_| NUMBER      \_\_| CODE

DAYS AGO ..... 1

WEEKS AGO ..... 2

MONTHS AGO ..... 3

YEARS AGO ..... 4

{SECOND CHILD}

{IF B5a – k = 1, 3 – 18, d, r AND K1 = 12-23, d, r}

K6. **[(IF FALL 2006) In the past year/(ELSE) Since [MONTH AND YEAR FATHER LEFT], [MONTH AND YEAR OF LAST INTERVIEW]], (have you/has your family) received any child support payments for [CHILD] from (his/her) father?**

YES ..... 1

NO ..... 0

DON'T KNOW ..... d

REFUSED ..... r

{SECOND CHILD}

{IF B5a – k = 1, 3 – 18, d, r AND K1 = 12-23, d, r}

K7. **[(IF FALL 2006) In the past year/(ELSE) Since [MONTH AND YEAR FATHER LEFT], [MONTH AND YEAR OF LAST INTERVIEW]], (have you/has your family) received any other financial support for [CHILD] from (his/her) father?**

YES ..... 1

NO ..... 0

DON'T KNOW ..... d

REFUSED ..... r

{SECOND CHILD}

K7a. **Is there anyone else who is like a father to [CHILD]?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD}

{IF K7a = 1}

K7b. **Who is this person? Is he . . .**

- [IF R IS MALE, READ] **you**, ..... 1
- your spouse or partner**, ..... 2
- a relative of [CHILD], or** ..... 3
- a friend of the family?** ..... 4
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD}

{IF K7b = 3, 4}

K7c. **Does this (relative/friend of the family) live in your household?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

VERSION BOX K2  
 IF ANY PREVIOUS INTERVIEW AND K1 ≠ 11, SKIP TO BOX K16a,  
 ELSE CONTINUE

{IF K8 MISSING IN FALL 2007, ASK K8}

{SECOND CHILD}

{IF K1 = 11}

K8. (I am sorry to hear about [CHILD]’s father passing. I would like to ask you a few questions about him.)

{IF SC9 OR SC9-V1 OR RESPONDENT FLAG OR SC9-V2 = 11, 13, 15 - 30, d, r}

Now I’m going to ask you some questions about [CHILD]’s father.

What (is/was) (your/his) birth date?

\_\_\_\_/\_\_\_\_/\_\_\_\_  
MONTH DAY YEAR

DON’T KNOW..... d

REFUSED..... r

NO K9 THIS VERSION

BOX K9  
IF THE RESPONDENT [CHILD]’s BIOLOGICAL OR ADOPTIVE FATHER {SC9 OR SC9-V1 OR SC9-V2 = 12,14}, FILL “you”.  
IF SOMEONE ELSE {SC9 OR SC9-V1 OR SC9-V2 = 11, 13, 15-30, d, r}, FILL “[CHILD]’s FATHER”.

{SECOND CHILD}

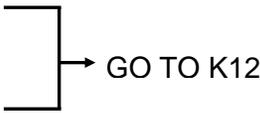
K10. (Are you/Is he/Was he) of Spanish, Hispanic, or Latino origin?

YES ..... 1

NO ..... 0

DON’T KNOW..... d

REFUSED..... r



{SECOND CHILD}

{IF K10 = 1}

K11. Which one of these best describe(s/d) (your/his) Spanish, Hispanic, or Latino origin? Would you say . . .

NOTE: IF MORE THAN ONE, CODE AS OTHER

- Mexican, Mexican American, Chicano,..... 1
  - Puerto Rican,..... 2
  - Cuban, or ..... 3
  - another Spanish/Hispanic/Latino group? (SPECIFY)..... 4
- 
- DON'T KNOW..... d
  - REFUSED..... r

{SECOND CHILD}

K12. What (is/was) (your/his) race? You may name more than one if you like.

CODE ALL THAT APPLY

- WHITE ..... 11
  - BLACK OR AFRICAN AMERICAN ..... 12
  - AMERICAN INDIAN OR ALASKA NATIVE (SPECIFY) ..... 13
- 
- ASIAN INDIAN ..... 14
  - CHINESE ..... 15
  - FILIPINO ..... 16
  - JAPANESE ..... 17
  - KOREAN ..... 18
  - VIETNAMESE ..... 19
  - ASIAN (NOT FURTHER SPECIFIED)..... 20
  - NATIVE HAWAIIAN ..... 21
  - GUAMANIAN OR CHAMORRO ..... 22
  - SAMOAN ..... 23
  - OTHER PACIFIC ISLANDER (SPECIFY) ..... 24
- 
- ANOTHER RACE (SPECIFY) ..... 25
- 
- DON'T KNOW..... d
  - REFUSED..... r

{SECOND CHILD}

K13. In what country (were you/was he) born?

CODE ONLY ONE

USA .....	059	→ GO TO BOX K13a
MEXICO .....	303	
GUATEMALA.....	313	
CUBA.....	327	
DOMINICAN REPUBLIC.....	329	
INDIA.....	210	
CHINA .....	207	
PHILIPPINES.....	233	
JAPAN.....	215	
KOREA .....	217	
VIETNAM.....	247	
GUAM.....	066	
SAMOA.....	527	
OTHER (SPECIFY).....	600	
<hr/>		
DON'T KNOW.....	d	
REFUSED.....	r	

**BOX K13a**

**IF RESPONDENT IS BIRTH OR ADOPTIVE FATHER {SC9 OR SC9-V1 OR SC9-V2 = 12, 14}, CONTINUE.**

**IF NOT BIRTH FATHER AND BIRTH FATHER IS ALIVE, {SC9 OR SC9-V1 OR SC9-V2 = 11, 13, 15 - 30, d, r AND K1 = 12-23, d, r} CONTINUE.**

**IF SOMEONE ELSE AND BIRTH FATHER IS DECEASED, {K1 = 11}, GO TO SECTION L.**

{SECOND CHILD}

{K1 = 12-23, d, r AND K13 = 066-600, d, r}

K14. **How many years (have you/has he/did he) live(d) in the United States?**

PROBE: **Your best estimate is fine.**

\_\_\_\_|\_\_\_\_| NUMBER

DON'T KNOW..... d

REFUSED..... r

<p><b>BOX K16a</b></p> <p><b>IF THE RESPONDENT IS [CHILD]'s FATHER {SC9 OR SC9-V1 OR SC9-V2 = 12, 14}, FILL 'you'.</b></p> <p><b>IF SOMEONE ELSE {SC9 OR SC9-V1 OR SC9-V2 = 11, 13, 15-30} AND FATHER IS LIVING IN HOUSEHOLD {B5a-k = 2}, FILL "[CHILD]'s father."</b></p> <p><b>IF FATHER IS NOT LIVING IN HOUSEHOLD {B5a-k =1, 3-18, d, r}, GO TO VERSION BOX L.</b></p>
--

NO K15 AND K16

{SECOND CHILD}

{IF B5 a-k = 2 and K1 = 12-23, d, r}

K17. **During the past week, did (you/[CHILD]'s father) work at a job for pay or income, including self employment?**

NOTE: PAST WEEK = PAST 7 DAYS.

YES ..... 1 → GO TO K21

NO ..... 0

RETIRED ..... 2

DISABLED/UNABLE TO WORK ..... 3

DON'T KNOW ..... d

REFUSED ..... r

→ GO TO K24

{SECOND CHILD}

{IF K17 = 0}

K18. **(Were you/Was he) on leave or vacation from a job for the past week?**

NOTE: PAST WEEK: PAST 7 DAYS

YES .....	1
NO .....	0
DON'T KNOW .....	d
REFUSED.....	r

{SECOND CHILD}

{IF K17 = 0}

K19. **(Have you/Has he) actively been looking for work in the past four weeks?**

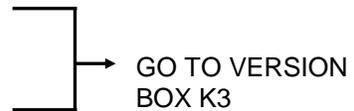
YES .....	1
NO .....	0
DON'T KNOW .....	d
REFUSED.....	r

{SECOND CHILD}

{IF K17 = 0}

K20. **Did (you/[CHILD]'s father) work at a job for pay or income, including self employment, {(IF NO PREVIOUS INTERVIEW) in the last 12 months/(ELSE) since [MONTH AND YEAR OF LAST INTERVIEW]}**

YES .....	1
NO .....	0
DON'T KNOW .....	d
REFUSED.....	r



{SECOND CHILD}

{IF K17 = 1 OR K20 = 1}

K21. **About how many total hours per week (do you/did you/does he/did he) usually work for pay or income, counting all jobs?**

IF HOURS VARY, AVERAGE HOURS PER WEEK.

PROBE: **Your best estimate is fine.**

\_\_\_\_ NUMBER

DON'T KNOW..... d

REFUSED..... r

{SECOND CHILD}

{IF K17 = 1 OR K20 = 1}

K22. **Where (did you/did he) work the most hours {(IF NO PREVIOUS INTERVIEW) in the last 12 months/(ELSE) since [MONTH AND YEAR OF LAST INTERVIEW]}**

PROBE, IF MORE THAN ONE JOB: **The job where (you/he) worked the most hours.**

PROBE: **What is the name of the company?**

NOTE: IF SELF-EMPLOYED AND NO COMPANY NAME, ENTER "SELF-EMPLOYED".

NAME OF COMPANY \_\_\_\_\_

DID NOT WORK IN PAST 12 MONTHS ..... 0

DON'T KNOW..... d

REFUSED..... r

{K22 < > 0, d, r}

K22a. **What type of business is that? What do they do or make?**

TYPE OF BUSINESS \_\_\_\_\_

DON'T KNOW..... d

REFUSED..... r

{SECOND CHILD}

{IF K17 = 1 OR K20 = 1}

K23. **What kind of work ((K17=1: (are you/is he))/(K17=0: (were you/was she)) doing?**

PROBE: **What is your job title?**

\_\_\_\_|\_\_\_\_| CODE

DON'T KNOW..... d

REFUSED..... r

K23a. **What (K17=1: are/K17=0: were) (your/his) most important activities or duties?**

PROBE: **What are your main duties? For example, typing, keeping account books, filing, waiting on tables.**

IMPORTANT DUTIES \_\_\_\_\_

DON'T KNOW..... d

REFUSED..... r

**BOX K23a**

EXECUTIVE, ADMINISTRATIVE, AND MANAGERIAL OCCUPATIONS ..	01
ENGINEERS, SURVEYORS, AND ARCHITECTS .....	02
NATURAL SCIENTISTS AND MATHEMATICIANS .....	03
SOCIAL SCIENTISTS, SOCIAL WORKERS, RELIGIOUS WORKERS AND LAWYERS .....	04
TEACHERS.....	05
HEALTH DIAGNOSING AND TREATING PRACTITIONERS.....	06
REGISTERED NURSES, PHARMACISTS, DIETITIANS, THERAPISTS AND PHYSICIAN'S ASSISTANTS.....	07
WRITERS, ARTISTS, ENTERTAINERS AND ATHLETES .....	08
HEALTH TECHNOLOGISTS AND TECHNICIANS .....	09
TECHNOLOGISTS AND TECHNICIANS, EXCEPT HEALTH .....	10
MARKETING AND SALES OCCUPATIONS.....	11
ADMINISTRATIVE SUPPORT OCCUPATION, INCLUDING CLERICAL...	12
SERVICE OCCUPATIONS .....	13
AGRICULTURAL, FORESTRY, AND FISHING OCCUPATIONS.....	14
MECHANICS AND REPAIRERS .....	15
CONSTRUCTION AND EXTRACTIVE OCCUPATIONS .....	16
PRECISION PRODUCTION OCCUPATIONS .....	17
TRANSPORTATION AND MATERIALS MOVING OCCUPATIONS .....	18
HANDLERS, EQUIPMENT CLEANERS, HELPERS AND LABORERS .....	19
MISCELLANEOUS OCCUPATIONS .....	20
NEVER WORKED/HOMEMAKERS .....	21

**VERSION BOX K3**  
**IF FIRST TIME FAMILY IS INTERVIEWED, ASK K24,**  
**ELSE GO TO K26.**

{SECOND CHILD}

**K24. The next questions are about the kinds of educational activities (you/he) may take part in. We will talk about degree programs and classes in colleges and vocational schools, courses or training sessions related to work or personal interest and other ways of learning new information or skills.**

**What is the highest grade or year of school that (you/he) completed?**

NOTE: If 'high school', PROBE: **What is the last grade (you/he) completed?**

NOTE: If 'college', PROBE: **Did (you/he) receive a degree? If yes, what type of degree?**

CODE ONLY ONE

- UP TO 8TH GRADE ..... 1
- 9TH TO 11TH GRADE..... 2
- 12TH GRADE BUT NO DIPLOMA ..... 3
- HIGH SCHOOL DIPLOMA/  
EQUIVALENT ..... 4
- VOC/TECH PROGRAM AFTER HIGH  
SCHOOL BUT NO VOC/TECH DIPLOMA ..... 5
- VOC/TECH DIPLOMA AFTER  
HIGH SCHOOL..... 6
- SOME COLLEGE BUT NO DEGREE ..... 7
- ASSOCIATE'S DEGREE ..... 8
- BACHELOR'S DEGREE ..... 9
- GRADUATE OR PROFESSIONAL  
SCHOOL BUT NO DEGREE ..... 10
- MASTER'S DEGREE (MA, MS)..... 11
- DOCTORATE DEGREE (PHD, EDD) ..... 12
- PROFESSIONAL DEGREE AFTER  
BACHELOR'S DEGREE (MEDICINE/MD;  
DENTISTRY/DDS; LAW/JD/LLB; ETC.)..... 13
- DON'T KNOW..... d
- REFUSED..... r

{SECOND CHILD}  
{IF K24 = 4, 5, 6, 7}

K25. Which (do you/does he) have, a high school diploma or a GED?

HIGH SCHOOL DIPLOMA ..... 1  
GED ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

{SECOND CHILD}

K26. (IF NO PREVIOUS INTERVIEW(Are you/Is he)now attending or enrolled)/ELSE(Since [MONTH OF LAST INTERVIEW] (did you/he)) attend or enroll) in any courses, classes, or workshops for work-related reasons or personal interest? Some examples include college or university degree or certificate programs, computer courses, job training courses, basic reading or math classes, family literacy classes or GED preparation classes?

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

{SECOND CHILD}

{IF K26 = 1}

K27. (Are you/Is he) currently taking courses full-time or part-time?

FULL-TIME ..... 1  
PART-TIME ..... 2  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

{SECOND CHILD} {K26=0,d,r}

K28. (Are you/Is he) currently participating in a job-training or on-the-job-training program?

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

**VERSION BOX K4**  
**HEAD START CASES: IF FALL 2006, GO TO K31, ELSE CONTINUE**  
**KINDERGARTEN CASES: CONTINUE**

{SECOND CHILD}

K29. **(Have you/Has he) received a certificate, diploma, or degree {(IF NO PREVIOUS INTERVIEW) in the last 12 months/(ELSE) since [MONTH OF LAST INTERVIEW]}?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW..... d
- REFUSED..... r

{SECOND CHILD}

{IF K29 = 1}

K30. **What kind of certificate, diploma, or degree (did you/did he) receive?**

CODE ONLY ONE

- TRADE LICENSE OR CERTIFICATE ..... 1
  - GED CERTIFICATE OR EQUIVALENT ..... 2
  - HIGH SCHOOL DIPLOMA ..... 3
  - ASSOCIATE'S DEGREE ..... 4
  - CHILD DEVELOPMENT ASSOCIATE (CDA) ..... 5
  - BACHELOR'S DEGREE ..... 6
  - GRADUATE DEGREE ..... 7
  - OTHER (SPECIFY)..... 8
- 
- DON'T KNOW..... d
  - REFUSED..... r

{SECOND CHILD} {Head Start Cases}

{IF K26 = 1}

**K31. Did Head Start help (you/him) to take or locate the programs, courses, classes, or workshops that (you are/he is) taking?**

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

**BOX K31a**  
**IF K26 IS NOT EQUAL TO 1 (IS NOT TAKING COURSES)**  
**AND K28 IS NOT EQUAL TO 1 (IS NOT PARTICIPATING**  
**IN JOB-TRAINING) ASK K32.**  
**OTHERWISE, GO TO SECTION L**

{SECOND CHILD} {Head Start Cases}  
{IF K26 = 0, d, r AND K28 = 0, d, r}

K32. **Adults sometimes find it hard to take part in educational activities, even if they want to. What was the main reason (you/he) did not take any programs, courses, classes, or workshops?**

PROBE: **Which was the main reason?**

CODE ONLY ONE

ADMISSION REQUIREMENT/ QUALIFICATION .....	1
TOO OLD TO TAKE ANY COURSES.....	2
HEALTH PROBLEM/DISABILITY .....	3
DON'T LIKE LEARNING .....	4
LACK OF CONFIDENCE/LANGUAGE BARRIER.....	5
NO INFORMATION ABOUT OFFERING .....	6
LACK OF CHILD CARE .....	7
TIME CONSTRAINTS (HOME OR WORK).....	8
COST.....	9
INCONVENIENT LOCATION/ TRANSPORTATION NOT AVAILABLE .....	10
DID NOT NEED MORE.....	11
OTHER (SPECIFY).....	12
<hr/>	
DID NOT WANT TO/NO INTEREST .....	13
CHILD RELATED REASONS (STAY AT HOME TO CARE FOR CHILD).....	14
DON'T KNOW.....	d
REFUSED.....	r

**L. ABOUT RESPONDENT**

**VERSION BOX L**  
**IF RESPONDENT IS [CHILD]'S BIOLOGICAL OR**  
**ADOPTIVE MOTHER OR FATHER {SC9 OR**  
**SC9-V1 OR SC9-V2 = 11-14}, GO TO SECTION M.**  
**IF RESPONDENT WAS NOT INTERVIEWED IN FALL 2006**  
**OR SPRING 2007 OR SPRING 2009 CONTINUE, ELSE GO**  
**TO L17.**  
  
**IF FALL 2006 AND RESPONDENT IS NOT BIRTH**  
**MOTHER OR FATHER, CONTINUE.**

NO L1 TO L9

**My next questions are about you.**

{IF SC9 OR SC9-V1 OR RESPONDENT FLAG = 15-30, d, r}

**L10. Are you of Spanish, Hispanic, or Latino origin?**

- |                 |   |  |
|-----------------|---|--|
| YES .....       | 1 |  |
| NO .....        | 0 |  |
| DON'T KNOW..... | d |  |
| REFUSED.....    | r |  |

GO TO L12

{IF L10 = 1}

**L11. Which one of these best describes your Spanish, Hispanic, or Latino origin?  
 Would you say . . .**

NOTE: IF MORE THEN ONE, CODE AS OTHER

- Mexican, Mexican American, Chicano,..... 1**
- Puerto Rican,.....2**
- Cuban, or .....3**
- another Spanish/Hispanic/Latino group? ..... 4**
- DON'T KNOW.....d
- REFUSED.....r

{IF SC9 OR SC9-V1 OR RESPONDENT FLAG = 15-30, d, r}

L12. **What is your race? You may name more than one if you like.**

CODE ALL THAT APPLY

WHITE .....	11
BLACK OR AFRICAN AMERICAN .....	12
AMERICAN INDIAN OR ALASKA NATIVE (SPECIFY) .....	13
<hr/>	
ASIAN INDIAN .....	14
CHINESE .....	15
FILIPINO .....	16
JAPANESE .....	17
KOREAN .....	18
VIETNAMESE .....	19
ASIAN (NOT FURTHER SPECIFIED) .....	20
NATIVE HAWAIIAN .....	21
GUAMANIAN OR CHAMORRO .....	22
SAMOAN .....	23
OTHER PACIFIC ISLANDER (SPECIFY) .....	24
<hr/>	
ANOTHER RACE (SPECIFY) .....	25
<hr/>	
DON'T KNOW .....	d
REFUSED .....	r

{IF SC9 OR SC9-V1 OR RESPONDENT FLAG = 15-30, d, r}  
L13. **In what country were you born?**

CODE ONLY ONE

USA .....	059	→ GO TO L17
MEXICO .....	303	
GUATEMALA.....	313	
CUBA.....	327	
DOMINICAN REPUBLIC.....	329	
INDIA.....	210	
CHINA .....	207	
PHILIPPINES.....	233	
JAPAN.....	215	
KOREA .....	217	
VIETNAM.....	247	
GUAM.....	066	
SAMOA.....	527	
OTHER (SPECIFY).....	600	
<hr/>		
DON'T KNOW.....	d	
REFUSED.....	r	

{IF L13 = 066, 527 or 600, d, r}  
L14. **How many years have you lived in the United States?**

|\_|\_| NUMBER

DON'T KNOW.....	d
REFUSED.....	r

NO L15 OR L16

{IF SC9 OR SC9-V1 OR RESPONDENT FLAG = 15-30, d, r}  
 IF RESPONDENT WAS NOT INTERVIEWED IN FALL 2006, SAY: **My next questions are about you.**

L17. **During the past week, did you work at a job for pay or income, including self-employment?**

- YES ..... 1 → GO TO L21
  - NO ..... 0
  - RETIRED ..... 2
  - DISABLED/UNABLE TO WORK ..... 3
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → GO TO L24

{IF L17 = 0}

L18. **Were you on leave or vacation from a job for the past week?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

{IF L17 = 0}

L19. **Have you actively been looking for work in the past four weeks?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

{IF L17 = 0}

L20. **Did you work at a job for pay or income, including self employment, {(IF NO PREVIOUS INTERVIEW) in the last 12 months/(ELSE) since [MONTH AND YEAR OF LAST INTERVIEW]}**

- YES ..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → GO TO L24

{IF L17 = 1 OR L20 = 1}

L21. **About how many total hours per week (do you/did you) usually work for pay or income, counting all jobs?**

IF HOURS VARY, PROBE FOR AVERAGE HOURS PER WEEK.

PROBE: **Your best estimate is fine.**

\_\_\_\_|\_\_\_\_| NUMBER

DON'T KNOW.....d

REFUSED.....r

{IF L17 = 1 OR L20 = 1}

L22. **Where did you work the most hours {(IF NO PREVIOUS INTERVIEW) in the last 12 months/(ELSE) since [MONTH AND YEAR OF LAST INTERVIEW]}**

PROBE, IF MORE THAN ONE JOB: **The job where you worked the most hours.**

PROBE FOR: **Name of the company.**

NOTE: IF SELF-EMPLOYED AND NO COMPANY NAME, ENTER 'SELF-EMPLOYED'.

NAME OF COMPANY \_\_\_\_\_

DID NOT WORK IN PAST 12 MONTHS .....0

DON'T KNOW.....d

REFUSED.....r

{L22 < > 0, d, r}

L22a. **What type of business is that? What do they do or make?**

TYPE OF BUSINESS \_\_\_\_\_

DON'T KNOW.....d

REFUSED.....r

{IF L17 = 1 OR L20 = 1}

**L23. What kind of work (are you/is he) doing?**

PROBE: **What is your job title?**

\_\_\_\_|\_\_\_\_| CODE

DON'T KNOW.....d

REFUSED.....r

**L23a. What are (your/his) most important activities or duties?**

PROBE: **What are your main duties, for example, typing, keeping account books, filing, waiting on tables?**

IMPORTANT DUTIES \_\_\_\_\_

DON'T KNOW.....d

REFUSED.....r

**BOX L23a**

EXECUTIVE, ADMINISTRATIVE, AND MANAGERIAL OCCUPATIONS .....	01
ENGINEERS, SURVEYORS, AND ARCHITECTS .....	02
NATURAL SCIENTISTS AND MATHEMATICIANS .....	03
SOCIAL SCIENTISTS, SOCIAL WORKERS, RELIGIOUS WORKERS AND LAWYERS .....	04
TEACHERS.....	05
HEALTH DIAGNOSING AND TREATING PRACTITIONERS.....	06
REGISTERED NURSES, PHARMACISTS, DIETITIANS, THERAPISTS AND PHYSICIAN'S ASSISTANTS.....	07
WRITERS, ARTISTS, ENTERTAINERS AND ATHLETES .....	08
HEALTH TECHNOLOGISTS AND TECHNICIANS .....	09
TECHNOLOGISTS AND TECHNICIANS, EXCEPT HEALTH .....	10
MARKETING AND SALES OCCUPATIONS .....	11
ADMINISTRATIVE SUPPORT OCCUPATION, INCLUDING CLERICAL.....	12
SERVICE OCCUPATIONS .....	13
AGRICULTURAL, FORESTRY, AND FISHING OCCUPATIONS.....	14
MECHANICS AND REPAIRERS .....	15
CONSTRUCTION AND EXTRACTIVE OCCUPATIONS .....	16
PRECISION PRODUCTION OCCUPATIONS .....	17
TRANSPORTATION AND MATERIALS MOVING OCCUPATIONS .....	18
HANDLERS, EQUIPMENT CLEANERS, HELPERS AND LABORERS .....	19
MISCELLANEOUS OCCUPATIONS .....	20
NEVER WORKED/HOMEMAKERS .....	21

**VERSION BOX L3**  
**IF FIRST TIME THIS RESPONDENT IS INTERVIEWED, ASK L24,**  
**ELSE GO TO L26**

{IF SC9 OR SC9-V1 OR RESPONDENT FLAG = 13-30, d, r}

L24. **The next questions are about the kinds of educational activities you may take part in. We will talk about degree programs and classes in colleges and vocational schools, courses or training sessions related to work or personal interest and other ways of learning new information or skills.**

**What is the highest grade or year of school that you completed?**

NOTE: If 'high school', PROBE: **What is the last grade (you/he) completed?**

NOTE: If 'college', PROBE: **Did (you/he) receive a degree? If yes, what type of degree?**

CODE ONLY ONE

- UP TO 8TH GRADE ..... 1
- 9TH TO 11TH GRADE.....2
- 12TH GRADE BUT NO DIPLOMA.....3
- HIGH SCHOOL DIPLOMA/EQUIVALENT..... 4
- VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA ..... 5
- VOC/TECH DIPLOMA AFTER HIGH SCHOOL ... 6
- SOME COLLEGE BUT NO DEGREE ..... 7
- ASSOCIATE'S DEGREE ..... 8
- BACHELOR'S DEGREE ..... 9
- GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE ..... 10
- MASTER'S DEGREE (MA, MS)..... 11
- DOCTORATE DEGREE (PHD, EDD) ..... 12
- PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.)..... 13
- DON'T KNOW..... d
- REFUSED..... r

{IF L24 = 4, 5, 6}

L25. Which do you have, a high school diploma or a GED?

- HIGH SCHOOL DIPLOMA..... 1
- GED..... 0
- DON'T KNOW..... d
- REFUSED..... r

{IF SC9 OR SC9-V1 OR RESPONDENT FLAG = 13-30, d, r}

L26. ((IF NO PREVIOUS INTERVIEW (Are you now attending or enrolled)/ ELSE(Since [MONTH AND YEAR OF LAST INTERVIEW] did you) attend or enroll)) in any courses, classes, or workshops for work-related reasons or personal interest? Some examples include college or university degree or certificate programs, computer courses, job training courses, basic reading or math classes, family literacy classes or GED preparation classes?

- YES ..... 1
  - NO ..... 0
  - DON'T KNOW..... d
  - REFUSED..... r
- } → GO TO L28

{IF L26 = 1}

L27. Are you currently taking courses full-time or part-time?

- FULL-TIME ..... 1
- PART-TIME ..... 2
- NO ..... 0
- DON'T KNOW..... d
- REFUSED..... r

{IF SC9 = 13-30, d, r}

L28. Are you currently participating in a job-training or on-the-job-training program?

- YES ..... 1
- NO ..... 0
- DON'T KNOW..... d
- REFUSED..... r

**VERSION BOX L4**  
**IF FALL 2006, GO TO L31, IF FOLLOW-UP INTERVIEW**  
**WITH SAME RESPONDENT, GO TO L29.**

L29. **Have you received a certificate, diploma, or degree {(IF NO PREVIOUS INTERVIEW) in the last 12 months/(ELSE) since [MONTH AND YEAR OF LAST INTERVIEW]}?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

{IF L29 = 1}

L30. **What kind of certificate, diploma, or degree did you receive?**

CODE ONLY ONE

- TRADE LICENSE OR CERTIFICATE ..... 1
- GED CERTIFICATE OR EQUIVALENT ..... 2
- HIGH SCHOOL DIPLOMA ..... 3
- ASSOCIATE'S DEGREE ..... 4
- CHILD DEVELOPMENT ASSOCIATE (CDA) ..... 5
- BACHELOR'S DEGREE ..... 6
- GRADUATE DEGREE ..... 7
- OTHER (SPECIFY) ..... 8
- \_\_\_\_\_
- DON'T KNOW ..... d
- REFUSED ..... r

{IF L26 = 1} {Head Start Cases}

L31. **Did Head Start help you to take or locate the programs, courses, classes, or workshops that you are taking?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

**BOX L31A**  
**IF L26 IS NOT EQUAL TO 1 (IS NOT TAKING COURSES)**  
**OR L28 IS NOT EQUAL TO 1 (IS NOT PARTICIPATING IN**  
**JOB-TRAINING), ASK L32.**  
**OTHERWISE, GO TO SECTION M**

{IF L26 = 0, d, r OR L28 = 0, d, r}

L32. **Adults sometimes find it hard to take part in educational activities, even if they want to. What was the main reason you did not take any programs, courses, classes, or workshops?**

PROBE: **Which was the main reason?**

CODE ONLY ONE

- ADMISSION REQUIREMENT/QUALIFICATION.. 1
  - TOO OLD TO TAKE ANY COURSES..... 2
  - HEALTH PROBLEM/DISABILITY ..... 3
  - DON'T LIKE LEARNING ..... 4
  - LACK OF CONFIDENCE/LANGUAGE BARRIER..... 5
  - NO INFORMATION ABOUT OFFERING ..... 6
  - LACK OF CHILD CARE ..... 7
  - TIME CONSTRAINTS (HOME OR WORK)..... 8
  - COST..... 9
  - INCONVENIENT LOCATION/ TRANSPORTATION NOT AVAILABLE ..... 10
  - DID NOT NEED MORE..... 11
  - OTHER (SPECIFY)..... 12
- 
- DID NOT WANT TO/NO INTEREST ..... 13
  - CHILD RELATED REASONS (PREGNANT/ STAY AT HOME TO CARE FOR CHILD) ..... 14
  - DON'T KNOW..... d
  - REFUSED..... r

**M. INCOME AND HOUSING**

**VERSION BOX M  
IF FALL 2006, SPRING 2007, SPRING 2008, KINDERGARTEN  
SURVEY, CONTINUE**

M1. In the past six months, did you or anyone in your household receive any income or support from {INSERT a-h}

	YES	NO	DON'T KNOW	REFUSED
a. [State Welfare name from Box M1a] or welfare? .....	1	0	d	r
b. Unemployment insurance?.....	1	0	d	r
c. Food Stamps?.....	1	0	d	r
d. WIC - Special Supplemental Food Program for Women, Infants, and Children?.....	1	0	d	r
e. Child support? .....	1	0	d	r
f. SSI or Social Security Retirement, Disability, or Survivor's benefits? ..	1	0	d	r
g. Payments for providing foster care?.....	1	0	d	r
h. Energy assistance? .....	1	0	d	r

**BOX M1a  
STATE WELFARE AGENCIES**

<b>Alabama</b>	FA (Family Assistance Program)	<b>Nebraska</b>	Employment First
<b>Alaska</b>	ATAP (Alaska Temporary Assistance Program)	<b>Nevada</b>	TANF
<b>Arizona</b>	EMPOWER (Employing and Moving People Off Welfare and Encouraging Responsibility)	<b>New Hampshire</b>	FAP (Family Assistance Program), financial aid for work exempt families NHEP (New Hampshire Employment Program), financial aid for work-mandated families
<b>Arkansas</b>	TEA (Transitional Employment Assistance)	<b>New Jersey</b>	WFNJ (Work First New Jersey)
<b>California</b>	CALWORKS (California Work Opportunity and Responsibility for Kids)	<b>New Mexico</b>	NM Works
<b>Colorado</b>	Colorado Works	<b>New York</b>	FA (Family Assistance Program)
<b>Connecticut</b>	JOBS FIRST	<b>North Carolina</b>	Work First
<b>Delaware</b>	ABC (A Better Chance)	<b>North Dakota</b>	TEEM (Training, Employment, Education Management)
<b>District of Columbia</b>	TANF	<b>Ohio</b>	OWF (Ohio Works First)
<b>Florida</b>	Welfare Transition Program	<b>Oklahoma</b>	TANF
<b>Georgia</b>	TANF	<b>Oregon</b>	JOBS (Job Opportunities and Basic Skills)
<b>Hawaii</b>	TANF	<b>Pennsylvania</b>	Pennsylvania TANF
<b>Idaho</b>	Temporary Assistance For Families in Idaho	<b>Rhode Island</b>	FIP (Family Independence Program)
<b>Illinois</b>	TANF	<b>South Carolina</b>	Family Independence
<b>Indiana</b>	TANF, cash assistance, IMPACT (Indiana Manpower Placement and Comprehensive Training, TANF work program)	<b>South Dakota</b>	TANF
<b>Iowa</b>	FIP (Family Investment Program)	<b>Tennessee</b>	Families First
<b>Kansas</b>	Kansas Works	<b>Texas</b>	Texas Works (Department of Human Services), cash assistance Choices (Texas Workforce Commission, TANF work program)
<b>Kentucky</b>	K-TAP (Kentucky Transitional Assistance Program)	<b>Utah</b>	FEP (Family Employment Program)
<b>Louisiana</b>	FITAP (Family Independence Temporary Assistance Program) cash assistance STEP (Strategies to Empower People)	<b>Vermont</b>	ANFC (Aid to Families with Needy Children), cash assistance Reach Up, TANF work program
<b>Massachusetts</b>	TAFDC (Transitional Aid to Families with Dependent Children), cash assistance ESP (Employment Services Program), TANF work program	<b>Virginia</b>	VIEW (Virginia Initiative for Employment, Not Welfare)
<b>Michigan</b>	FIP (Family Independence Program)	<b>Washington</b>	WorkFirst
<b>Minnesota</b>	MFIP (Minnesota Family Investment Program)	<b>West Virginia</b>	West Virginia Works
<b>Mississippi</b>	TANF	<b>Wisconsin</b>	W-2 (Wisconsin Works)
<b>Missouri</b>	Beyond Welfare	<b>Wyoming</b>	POWER (Personal Opportunities With Employment Responsibility)
<b>Montana</b>	FAIM (Families Achieving Independence in Montana)		

{CHECK M2 < OR = B1}

M2. Including yourself, how many adults contribute to your household income?

|\_|\_| NUMBER

DON'T KNOW..... d

REFUSED..... r

M3\_amt and M3\_per.

**My next question is about the past 12 months. In the last 12 months, what was the total income of all members of your household from all sources before taxes and other deductions? Please include your own income and the income of everyone living with you. Please include the money you have told me about from jobs and public assistance programs, as well as any sources we haven't discussed, such as rental income, interest, and dividends.**

\$ |\_|\_|\_|,|\_|\_| PER |\_|\_| CODE

per hour,..... 1

per day,..... 2

per week,..... 3

every two weeks,..... 4

month, or ..... 5

year?..... 6

OTHER (SPECIFY)..... 7

GO TO M7

DON'T KNOW..... d

REFUSED..... r

PROGRAMMER: DISPLAY SOFT EDIT IF VALUES OUT OF RANGE.

{IF M3=d, r}

M4. I just need a range. Was it . . .

- \$25,000 or less, or ..... 1 → GO TO M5
  - more than \$25,000? ..... 2 → GO TO M6
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → GO TO M7

{IF M4=1}

M5. Was it . . .

- \$5,000 or less, ..... 1
- \$5,001 to \$10,000, ..... 2
- \$10,001 to \$15,000, ..... 3
- \$15,001 to \$20,000, or ..... 4
- \$20,001 to \$25,000? ..... 5
- DON'T KNOW ..... d
- REFUSED ..... r

{IF M4=2}

M6. Was it . . .

- \$25,001 to \$30,000, ..... 6
- \$30,001 to \$35,000, ..... 7
- \$35,001 to \$40,000, ..... 8
- \$40,001 to \$50,000, ..... 9
- \$50,001 to \$75,000, or ..... 10
- more than \$75,000? ..... 11
- DON'T KNOW ..... d
- REFUSED ..... r

M7. The next questions are about housing. Do you now live in . . .

- a house, apartment, or trailer  
with your family only, ..... 1
  - a house, apartment, or trailer  
you share with another family,..... 2
  - transitional housing (apartment)  
or a homeless shelter, or..... 3
  - somewhere else? (SPECIFY)..... 4
- 
- DON'T KNOW..... d
  - REFUSED..... r

M8. How many times have you moved [(IF FALL 2006)In the last 12 months/(ELSE) since [MONTH AND YEAR OF LAST INTERVIEW)]?

|\_|\_| NUMBER

- DON'T KNOW..... d
- REFUSED..... r

{IF M7 = 1, 2, d, r}

M9. Do you currently own your home or apartment, pay rent, or live in public or subsidized housing?

- OWNS OR IS BUYING HOME  
OR APARTMENT ..... 1
  - RENTS (WITHOUT PUBLIC ASSISTANCE)..... 2
  - PUBLIC OR SUBSIDIZED HOUSING..... 3
  - SOME OTHER ARRANGEMENT (SPECIFY)..... 4
- 
- LIVES WITH SOMEONE ELSE, WHETHER  
PAYS RENT OR NOT..... 5
  - DON'T KNOW..... d
  - REFUSED..... r

**VERSION BOX M2**  
**IF SPRING 2007 OR SPRING 2008 OR KINDERGARTEN**  
**SURVEY, GO TO VERSION BOX N**  
**IF FALL 2006 VERSION NOT COMPLETED OR FIRST TIME**  
**INTERVIEW, CONTINUE**

M10. **People do different things when they are running out of money for food to make their food or food money go further.**

For each statement I read, tell me if it was often true, sometimes true, or never true for (you/your household) [(IF FALL 2006) In the last 12 months/(ELSE) since [MONTH AND YEAR OF LAST INTERVIEW)] {INSERT a, b}

**BOX M10a**  
**IF MORE THAN ONE ADULT IN HOUSEHOLD {B4 a - k > 17}, FILL “we”, OTHERWISE, FILL “I”**

	OFTEN TRUE	SOMETIMES TRUE	NEVER TRUE	DON'T KNOW	REFUSED
a. <b>The food that (I/we) bought just didn't last, and (I/we) didn't have money to get more .....</b>	1	2	3	d	r
b. <b>(I/We) couldn't afford to eat balanced meals .....</b>	1	2	3	d	r

M11. **In the last 12 months, did (you/you or other adults in your household) ever cut the size of your meals or skip meals because there wasn't enough money for food?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

{IF M11=1}

M12. **How often did this happen? Would you say . . .**

- almost every month, .....** 1
- some months, but not every month, or .....** 2
- in only 1 or 2 months? .....** 3
- DON'T KNOW ..... d
- REFUSED ..... r

M13. **In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money to buy food?**

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED..... r

M14. **In the last 12 months, were you ever hungry but didn't eat because you couldn't afford enough food?**

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED..... r

**N. CHILD CARE**

**VERSION BOX N**  
**IF ONLY ONE CHILD IN STUDY, GO TO N1. FOR SECOND CHILD START WITH N0 ON SECOND CHILD INTERVIEW.**

{IF FIRST CHILD N1=0, N6=0 AND N13=0, ASK OF SECOND CHILD}

**N0. Is [SECOND CHILD] in the same child care arrangements (IF KINDERGARTEN CASE, DO NOT READ: before and after Head Start) as [FIRST CHILD]?**

- SAME CHILD CARE ARRANGEMENT ..... 1 → GO TO VERSION BOX P
- NO, DIFFERENT CHILD CARE ARRANGEMENT ..... 2
- NO, SECOND CHILD NOT IN CHILD CARE ..... 3 → GO TO VERSION BOX P
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD IF N0=2 OR IF FIRST CHILD N1=0,d,r AND N6=0,d,r AND N13=0,d,r}  
 INTERVIEWER PROMPT – DO NOT READ TO RESPONDENT: WE ARE ONLY INTERESTED IN ATTENDANCE AT A DAY CARE CENTER, (IF HEAD START CASE, DISPLAY: NURSERY SCHOOL, PRESCHOOL, OR PRE-KINDERGARTEN PROGRAM) ON A REGULAR BASIS IN THE MORNING BEFORE OR IN THE AFTERNOON AFTER (HEAD START/KINDERGARTEN).

**N1. Now I'd like to talk to you about all child care [CHILD] now receives on a regular basis in the morning before (Head Start/Kindergarten) and in the afternoon after (Head Start/Kindergarten).**

**First, I want to ask you about child care centers, (IF HEAD START CASE, READ: nursery schools or pre-kindergarten programs) [CHILD] may attend, (IF HEAD START CASE, READ: not including Head Start programs), even if they are in the same building as [PROGRAM].**

**Is [CHILD] now attending a day care center, (IF HEAD START CASE, READ: nursery school, preschool, or pre-kindergarten program) on a regular basis before or after (Head Start/Kindergarten)?**

- YES ..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → GO TO N6

{SECOND CHILD IF N0=2}

{IF N1=1}

N2. **Not including Head Start, how many different day care centers, (IF HEAD START CASE, READ: nursery schools, preschools, or pre-kindergarten programs) does [CHILD] currently go to before or after (Head Start/Kindergarten)?**

- ONE..... 1
- TWO ..... 2
- THREE ..... 3
- FOUR OR MORE..... 4
- DON'T KNOW..... d
- REFUSED..... r

{SECOND CHILD IF N0=2}

{IF N2=1}

INTERVIEWER PROMPT – DO NOT READ TO RESPONDENT: WE ARE ONLY INTERESTED IN ATTENDANCE AT A DAY CARE CENTER, (IF HEAD START CASE, DISPLAY: NURSERY SCHOOL, PRESCHOOL, OR PRE-KINDERGARTEN PROGRAM) ON A REGULAR BASIS IN THE MORNING BEFORE OR IN THE AFTERNOON AFTER (HEAD START/KINDERGARTEN).

N3. **How many days each week does [CHILD] go to that program?**

{IF N2=2, 3, 4, d, r}

**Thinking about the center that [CHILD] goes to the most, how many days each week does [CHILD] go to that program? Please do not include Head Start.**

NOTE: IF VARIES, PROBE: **On average?**

NUMBER

- DON'T KNOW..... d
- REFUSED..... r

{SECOND CHILD IF N0=2}  
{IF N1=1}

INTERVIEWER PROMPT – DO NOT READ TO RESPONDENT: WE ARE ONLY INTERESTED IN ATTENDANCE AT A DAY CARE CENTER, (IF HEAD START CASE, DISPLAY: NURSERY SCHOOL, PRESCHOOL, OR PRE-KINDERGARTEN PROGRAM) ON A REGULAR BASIS IN THE MORNING BEFORE OR IN THE AFTERNOON AFTER (HEAD START/KINDERGARTEN).

N4. **How many hours each week does [CHILD] go to that program? Please do not include Head Start.**

NOTE: IF VARIES, PROBE: **On average?**

|\_|\_| NUMBER

DON'T KNOW..... d

REFUSED..... r

{SECOND CHILD IF N0=2}  
{IF N1=1}

N5. **Is [CHILD] in that program before or after (Head Start/Kindergarten)?**

BEFORE (HEAD START/KINDERGARTEN) ..... 1

AFTER (HEAD START/KINDERGARTEN) ..... 2

BOTH BEFORE/AFTER (HEAD START/  
KINDERGARTEN)..... 3

DON'T KNOW..... d

REFUSED..... r

{SECOND CHILD IF N0=2}

INTERVIEWER PROMPT – DO NOT READ TO RESPONDENT: WE ARE ONLY INTERESTED IN THE CARE RECEIVED BY A RELATIVE ON A REGULAR BASIS IN THE MORNING BEFORE OR IN THE AFTERNOON AFTER (HEAD START/KINDERGARTEN).

N6. **Next I would like to ask about childcare provided by a relative. Is [CHILD] now receiving care from a relative other than (IF SC9 OR SC9-V1 OR RESPONDENT FLAG OR SC9-V2 =11..16) a parent/(ELSE) you) on a regular basis, for example, from grandparents, brothers or sisters, or any other relative in the morning before or in the afternoon after (he/she) comes to (Head Start/Kindergarten)?**

NOTE: **Do not include care by the child’s father, even if he does not live with the child.**

- YES ..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → GO TO N13

{SECOND CHILD IF N0=2}

{IF N6=1}

N7. **How many different regular care arrangements do you currently have with relatives for [CHILD]?**

- ONE ..... 1
- TWO ..... 2
- THREE ..... 3
- FOUR OR MORE ..... 4
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD IF N0=2}

{IF N6=1}

N8. {IF N7=2, 3, 4, d, r} **Let's talk about the relative who provides the most care for [CHILD] now. Is that relative...**

{IF N7 = 1} **Is that relative [CHILD]'s . . .**

- grandparent**,..... 1
  - aunt**,..... 2
  - uncle**,..... 3
  - brother**,..... 4
  - sister, or** ..... 5
  - another relative? (SPECIFY)**..... 6
- 
- DON'T KNOW..... d
  - REFUSED..... r

{SECOND CHILD IF N0=2}

{IF N6=1}

N9. **Is the care provided by ([CHILD]'s [FILL N8 RELATIVE]/(ELSE N8=6) that relative) in your home or another home?**

- OWN HOME ..... 1
  - OTHER HOME ..... 2
  - BOTH/VARIES..... 3
  - DON'T KNOW..... d
  - REFUSED..... r
- } → GO TO N10

{SECOND CHILD IF N0=2}

{IF N9=1}

N9a. **Does this person who cares for [CHILD] live in your household?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW..... d
- REFUSED..... r

{SECOND CHILD IF N0=2}  
{IF N6=1}

INTERVIEWER PROMPT – DO NOT READ TO RESPONDENT: WE ARE ONLY INTERESTED IN THE CARE RECEIVED BY A RELATIVE ON A REGULAR BASIS IN THE MORNING BEFORE OR IN THE AFTERNOON AFTER (HEAD START/KINDERGARTEN).

N10. **How many days each week does [CHILD] receive care from [(his/her) [FILL RESPONSE N8]/(ELSE IF N8=6) that relative)?**

NOTE: IF VARIES, PROBE: **On average?**

|\_\_| NUMBER

DON'T KNOW..... d

REFUSED..... r

{SECOND CHILD IF N0=2}  
{IF N6=1}

INTERVIEWER PROMPT – DO NOT READ TO RESPONDENT: WE ARE ONLY INTERESTED IN THE CARE RECEIVED BY A RELATIVE ON A REGULAR BASIS IN THE MORNING BEFORE OR IN THE AFTERNOON AFTER (HEAD START/KINDERGARTEN).

N11. **How many hours each week does [CHILD] receive care from [(his/her) [FILL RELATIVE N8]/(IF N8=6) that relative)?**

NOTE: IF VARIES, PROBE: **On average?**

|\_\_|\_\_| NUMBER

DON'T KNOW..... d

REFUSED..... r

{SECOND CHILD IF N0=2}  
{IF N6=1}

N12. **Is [CHILD] cared for by a relative before (Head Start/Kindergarten), after (Head Start/Kindergarten), or both before and after (Head Start/Kindergarten)?**

BEFORE HEAD START/KINDERGARTEN..... 1

AFTER HEAD START/KINDERGARTEN ..... 2

BOTH BEFORE/AFTER HEAD START  
KINDERGARTEN..... 3

DON'T KNOW..... d

REFUSED..... r

{SECOND CHILD IF N0=2}

INTERVIEWER PROMPT – DO NOT READ TO RESPONDENT: WE ARE ONLY INTERESTED IN THE CARE RECEIVED BY ANYONE ELSE IN A PRIVATE HOME ON A REGULAR BASIS IN THE MORNING BEFORE OR IN THE AFTERNOON AFTER (HEAD START/KINDERGARTEN).

N13. **Finally, I would like to ask about other child care you may use for [CHILD]. Is [CHILD] now receiving care on a regular basis from anyone else in a private home in the morning before (Head Start/Kindergarten) or in the afternoon after (Head Start/Kindergarten)?**

YES .....	1	} → GO TO N20
NO .....	0	
DON'T KNOW .....	d	
REFUSED.....	r	

{SECOND CHILD IF N0=2}

{IF N13=1}

N14. **How many different regular care arrangements do you currently have with non-relatives for [CHILD]?**

ONE.....	1
TWO .....	2
THREE .....	3
FOUR OR MORE.....	4
DON'T KNOW.....	d
REFUSED.....	r

{SECOND CHILD IF N0=2}

{IF N13=1}

N15. {IF N14=2, 3, 4, d, r} **Let's talk about the non-relative who provides the most care for [CHILD]. Is that care provided in your home or another home?**

{IF N14=1} **Is that care provided in your home or another home?**

RESPONDENT'S HOME .....	1
OTHER HOME .....	2
BOTH/VARIES.....	3
DON'T KNOW.....	d
REFUSED.....	r

{SECOND CHILD IF N0=2}  
{IF N15=1}

N16. **Does this person who cares for [CHILD] live in your household?**

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

{SECOND CHILD IF N0=2}  
{IF N13=1}

INTERVIEWER PROMPT – DO NOT READ TO RESPONDENT: WE ARE ONLY INTERESTED IN THE CARE RECEIVED BY ANYONE ELSE IN A PRIVATE HOME ON A REGULAR BASIS IN THE MORNING BEFORE OR IN THE AFTERNOON AFTER (HEAD START/KINDERGARTEN).

N17. **How many days each week does [CHILD] receive care from that person?**

NOTE: IF VARIES, PROBE: **On average?**

\_\_\_\_ NUMBER

DON'T KNOW ..... d  
REFUSED ..... r

{SECOND CHILD IF N0=2}  
{IF N13=1}

INTERVIEWER PROMPT – DO NOT READ TO RESPONDENT: WE ARE ONLY INTERESTED IN THE CARE RECEIVED BY ANYONE ELSE IN A PRIVATE HOME ON A REGULAR BASIS IN THE MORNING BEFORE OR IN THE AFTERNOON AFTER (HEAD START/KINDERGARTEN).

N18. **How many hours each week does [CHILD] receive care from that person?**

NOTE: IF VARIES, PROBE: **On average?**

\_\_\_\_ NUMBER

DON'T KNOW ..... d  
REFUSED ..... r

{SECOND CHILD IF N0=2}

{IF N13=1}

N19. **Is [CHILD] cared for by someone other than a relative before or after (Head Start/Kindergarten)?**

- BEFORE (HEAD START/KINDERGARTEN)..... 1
- AFTER (HEAD START/KINDERGARTEN) ..... 2
- BOTH BEFORE/AFTER (HEAD START/  
KINDERGARTEN). ..... 3
- DON'T KNOW..... d
- REFUSED..... r

**BOX N20a**  
**IF N1, N6, OR N13 = 1 CONTINUE, ELSE GO TO**  
**VERSION BOX P.**

{SECOND CHILD IF N0=2}

{IF MORE THAN ONE OF THE FOLLOWING: N1, N6, N13 = 1}

N20. **Thinking of all the child care you use for [CHILD] before or after (Head Start/Kindergarten), how many days a week is (he/she) in child care before or after (Head Start/Kindergarten)?**

NOTE: IF VARIES, PROBE: **On average?**

|\_\_| NUMBER

DON'T KNOW..... d

REFUSED..... r

{SECOND CHILD IF N0=2}

{ONLY ASKED IF MORE THAN ONE OF THE FOLLOWING: N1 = 1, N6 = 1, OR N13 = 1}

N21. **And, all together, how many hours a week is [CHILD] typically in before or after (Head Start/Kindergarten) care?**

NOTE: IF VARIES, PROBE: **On average?**

|\_\_|\_\_| NUMBER

DON'T KNOW..... d

REFUSED..... r

{SECOND CHILD IF N0=2}

{IF N1, N6 OR N13 = 1}

N22. **Is there any charge or fee for any of the care [CHILD] receives from [FILL IF N1=1 a center, IF N6 = 1 a relative, IF N13 = 1 or someone who is not a relative]?**

PROBE: **This can be paid either by you or someone else.**

YES ..... 1

NO ..... 0

DON'T KNOW ..... d

REFUSED ..... r



{SECOND CHILD IF N0=2}

{IF N22=1}

N23. **Child care is paid for in different ways. Please tell me the ways [CHILD]'s child care is paid for?**

	YES	NO	DON'T KNOW	REFUSED
a. <b>Do you pay for some or all of it yourself? .....</b>	1	0	d	r
b. <b>Does a government agency pay for some or all of it? .....</b>	1	0	d	r
c. <b>Does an employer pay for some or all of it? .....</b>	1	0	d	r
d. <b>Does someone else pay for some or all of it? ...</b>	1	0	d	r
e. <b>Do you trade child care with someone else? ....</b>	1	0	d	r
f. <b>Any other way? (PLEASE SPECIFY) .....</b>	1	0	d	r

{SECOND CHILD IF N0=0, d, r}

{IF N22=1}

N24. **Thinking about the child care arrangements we just talked about that you have for [CHILD] both before and after (Head Start/Kindergarten), how much does your household pay for this child care?**

\$ |\_\_|\_\_|\_\_|\_\_| NUMBER PER |\_\_| UNIT

- PER HOUR..... 1
  - PER DAY..... 2
  - PER WEEK..... 3
  - BI-WEEKLY ..... 4
  - PER MONTH ..... 5
  - PER YEAR..... 6
  - OTHER (SPECIFY)..... 7
- 
- DON'T KNOW..... d
  - REFUSED..... r

{SECOND CHILD IF N0=d, r}

{IF HH ROSTER =>1 CHILD AGE 17 AND YOUNGER AND N24>0000}

N25. **Is this amount for [CHILD] only, or does it include other children in the household?**

- CHILD ONLY ..... 1
- CHILD AND OTHERS..... 2
- DON'T KNOW..... d
- REFUSED..... r

NO SECTION O THIS VERSION

P. CHILD HEALTH

VERSION BOX P
IF FALL 2006, SPRING 2007, OR SPRING 2008, OR
KINDERGARTEN SURVEY, CONTINUE

{SECOND CHILD}

P1. The next questions are about health and health related issues.

First, let's talk about [CHILD]'s health. Overall, would you say [CHILD]'s health is . . .

- excellent, ..... 1
very good,..... 2
good,..... 3
fair or, ..... 4
poor? ..... 5
DON'T KNOW..... d
REFUSED..... r

VERSION BOX P1
IF NO PRIOR INTERVIEW, ASK P2, ELSE GO TO P4

{SECOND CHILD} {Head Start Cases}

P2. How much did [CHILD] weigh when (he/she) was born?

||| POUNDS ||| OUNCES

|||.||| KILOGRAMS

- DON'T KNOW..... d
REFUSED..... r

{SECOND CHILD} {Head Start Cases}  
{IF P2=d, r}

P3. Was [CHILD]'s birth weight . . .

- normal (5 1/2 lbs. [2.5 kilograms] or more), ..... 1
- low (between 3 1/2 [1.5 kilograms and 5 1/2 lbs. [2.5 kilograms]), or ..... 2
- very low (under 3 1/2 lbs. [1.5 kilograms])?.. ... 3
- DON'T KNOW..... d
- REFUSED..... r

{SECOND CHILD}

P4. During the past 12 months, did [CHILD] take any vitamin or mineral supplements of any kind?

- YES ..... 1
- NO ..... 0
- DON'T KNOW..... d
- REFUSED..... r

{SECOND CHILD}

P5. Where does [CHILD] go for routine medical care, like well-child care or regular check-ups?

CODE ONLY ONE

- A PRIVATE DOCTOR, PRIVATE CLINIC, OR HMO ..... 1
- AN OUTPATIENT CLINIC RUN BY A HOSPITAL..... 2
- THE EMERGENCY ROOM AT A HOSPITAL ..... 3
- PUBLIC HEALTH DEPARTMENT OR COMMUNITY HEALTH CENTER ..... 4
- A MIGRANT HEALTH CLINIC ..... 5
- THE INDIAN HEALTH SERVICE ..... 6
- SOMEPLACE ELSE (SPECIFY) ..... 7
- \_\_\_\_\_
- DON'T KNOW..... d
- REFUSED..... r

{SECOND CHILD}{Head Start Cases}

P6. [(IF SPRING 2007 OR SPRING 2008) **Has Head Start helped/ (ELSE) Did Head Start help] you find a regular health care provider for [CHILD]?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW..... d
- REFUSED..... r

{SECOND CHILD} {Head Start Cases}

{IF P6=1}

P6a. **How did they help you?**

NOTE: IF MORE THAN ONE RESPONSE SAY: **What was the main way they helped you?**

CODE ONLY ONE

- PROVIDED INFORMATION, INCLUDING BROCHURES, MEETINGS, OR CONVERSATIONS..... 1
- MADE REFERRALS, FOR EXAMPLE, PHONE CALLS..... 2
- PROVIDED HEALTH CARE DIRECTLY ..... 3
- HELPED IN SOME OTHER WAY (SPECIFY)..... 4
- \_\_\_\_\_
- DON'T KNOW..... d
- REFUSED..... r

{SECOND CHILD} {Head Start Cases}

{IF P6=0}

P6b. **Why is that?**

- HAD A HEALTH CARE PROVIDER PRIOR TO ENROLLMENT ..... 1
- FOUND A HEALTH CARE PROVIDER ON MY OWN..... 2
- OTHER (SPECIFY)..... 3
- \_\_\_\_\_
- DON'T KNOW..... d
- REFUSED..... r

{SECOND CHILD}

P7. When was the last time [CHILD] saw a doctor for a regular checkup? Was it . . .

- 6 months ago or less, ..... 1
- more than 6 months ago, but  
not more than 1 year ago, ..... 2
- more than 1 year ago, but  
not more than 2 years ago, ..... 3
- more than 2 years ago, or ..... 4
- never? ..... 5
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD}

P8. When was the last time [CHILD] saw a dentist for a regular check-up? Was it . . .

- 6 months ago or less, ..... 1
- more than 6 months ago but  
not more than 1 year ago, ..... 2
- more than 1 year ago but  
not more than 2 years ago, ..... 3
- more than 2 years ago, or ..... 4
- never? ..... 5
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD}

P9. The next questions are about the health insurance plans for [CHILD]. What kind of health insurance or health care coverage does [CHILD] have? Does (he/she) have coverage through any of the following?

	YES	NO	DON'T KNOW	REFUSED
a. A private health insurance plan (from employer, workplace, or purchased directly, or purchased through a state or local government program or community program? .....	1	0	d	r
b. A Medicaid plan such as [STATE PROGRAM NAME FROM BOX P9b]? .....	1	0	d	r
c. CHIP (Children's Health Insurance Program) or [NAME OF STATE PROGRAM FROM BOX P9c]? .....	1	0	d	r
d. Military health care/TRICARE/CHAMPUS/CHAMP-VA? .....	1	0	d	r
e. Indian Health Service? .....	1	0	d	r
f. Another government program such as Medicare? (SPECIFY)..... _____	1	0	d	r

**BOX P9B/Q2B**  
**STATE MEDICAID AGENCIES**

Alabama	Alabama Medicaid	Nebraska	NE Medicaid
Alaska	Alaska Medicaid	Nevada	HIWA (Health Insurance for Work Enhancement)
Arizona	Arizona Health Care Cost Containment System (AHCCCS)	New Hampshire	Medicaid plan such as New Hampshire Medicaid
Arkansas	Arkansas Medical Assistance/ /Connect Care	New Jersey	New Jersey FamilyCare
California	Medi-Cal	New Mexico	SALUD/Molina/Lovelace/Presbyterian
Colorado	Medicaid plan such as Colorado Medicaid	New York	New York Medicaid CHOICE/Family Health
Connecticut	HUSKY /CONNECT Card	North Carolina	Health Check/Carolina ACCESS
Delaware	Diamond State Health Plan	North Dakota	Medicaid plan such as North Dakota Medicaid
District of Columbia	Medical Assistance (MA)	Ohio	Ohio Disability Assistance Medical Program/Accessing Better Care (ABC)
Florida	MediPass	Oklahoma	SoonerCare
Georgia	Georgia Better Health Care	Oregon	Oregon Health Plan
Hawaii	Hawaii Medicaid: FFS (fee for Service) and QUEST	Pennsylvania	HealthChoices/Lancaster Community Health Plan'
Idaho	Idaho Medicaid Access Card	Rhode Island	Medicaid/Medical Assistance
Illinois	Family Care/Medical Assistance/MediPlan	South Carolina	South Carolina Health Access Plan (SCHAP)
Indiana	Hoosier Healthwise	South Dakota	Medicaid/Medical Assistance
Iowa	Medical Assistance	Tennessee	TennCare
Kansas	MediKan	Texas	LoneSTAR Select/Texas Health Steps
Kentucky	KYHealthChoices/Kentucky Patient Access and Care System(KenPAC)	Utah	Utah Medical Assistance Program (UMAP)
Louisiana	CommunityCARE Program /Louisiana KIDMED	Vermont	VHAP(Health insurance for adults who are not covered by Medicaid)/Healthy Vermonters
Maine	MaineCare	Virginia	Medicaid/Medallion/Medallion II
Maryland	HealthChoice Program	Washington	Healthy Options/medical coupons
Massachusetts	MassHealth	West Virginia	West Virginia Physician Assured Access System (PAAS)/Mountain Health Trust-(MHT)
Michigan	Wayne County Plus Care Program, Medical Assistance Program	Wisconsin	BadgerCare/Medical Assistance
Minnesota	MinnesotaCare	Wyoming	Medicaid plan such as Wyoming Medicaid
Mississippi	Mississippi Medicaid		
Missouri	Missouri Medicaid		
Montana	Montana Medicaid		

**BOX P9c  
CHIP - STATE AGENCIES**

<b>Alabama</b>	ALLKids	<b>Nebraska</b>	Kids Connection
<b>Alaska</b>	DenaliKid Care	<b>Nevada</b>	Nevada Check UP
<b>Arizona</b>	KidsCare	<b>New Hampshire</b>	HealthyKids
<b>Arkansas</b>	ARKids First	<b>New Jersey</b>	New Jersey FamilyCare (formerly NJ KidCare)
<b>California</b>	Healthy Families	<b>New Mexico</b>	NewMexiKids
<b>Colorado</b>	CHP+ (Child Health Plan Plus)	<b>New York</b>	Child Health Plus (CHPlus)
<b>Connecticut</b>	HUSKY (Healthcare for Uninsured Kids and Youth)	<b>North Carolina</b>	NC Health Choice for Children
<b>Delaware</b>	Healthy Children	<b>North Dakota</b>	Healthy Steps
<b>District of Columbia</b>	Healthy DC Kids/Healthy Families	<b>Ohio</b>	Healthy Start/Healthy Families'
<b>Florida</b>	Florida KidCare	<b>Oklahoma</b>	The State Children's Health Insurance Program (SCHIP)/SoonerCare'
<b>Georgia</b>	PeachCare for Kids	<b>Oregon</b>	Oregon SCHIP/Oregon Health Plan'
<b>Hawaii</b>	Hawaii Covering Kids	<b>Pennsylvania</b>	Pennsylvania's Children's Health Insurance Program
<b>Idaho</b>	Idaho CHIP	<b>Rhode Island</b>	Rlte Care
<b>Illinois</b>	All Kids	<b>South Carolina</b>	CHIP
<b>Indiana</b>	Hoosier Healthwise for Children	<b>South Dakota</b>	PHC (Partners for Healthy Children
<b>Iowa</b>	HAWK-I (Healthy and Well Kids in Iowa	<b>Tennessee</b>	TennderCare
<b>Kansas</b>	Health Wave	<b>Texas</b>	TexCare Partnership (CHIP)/Waxman kids
<b>Kentucky</b>	Kentucky Children's Health Insurance Program	<b>Utah</b>	CHIP
<b>Louisiana</b>	LaCHIP (Louisiana Children's Health Insurance)	<b>Vermont</b>	Dr. Dynasaur
<b>Maine</b>	MaineCare (formerly CubCare	<b>Virginia</b>	FAMIS (Family Access to Medical Insurance Security)/Virginia Children's Medical Security Insurance Plan (VCMSIP)
<b>Maryland</b>	Maryland Children's Health Program (MCHP	<b>Washington</b>	CHIP/Healthy Options
<b>Massachusetts</b>	MassHealth	<b>West Virginia</b>	'West Virginia Children's Health Insurance Program (WV CHIP)
<b>Michigan</b>	MiChild/Healthy Kids	<b>Wisconsin</b>	BadgerCare
<b>Minnesota</b>	MinnesotaCare/PMAP (Prepaid Medical Assistance Program)/General Assistance Medical Care Program (GAMC)	<b>Wyoming</b>	KidCare
<b>Mississippi</b>	SCHIP		
<b>Missouri</b>	MC+ for Kids		
<b>Montana</b>	SCHIP		

{SECOND CHILD}

P10. **Now, I want to ask you about any injuries [CHILD] may have had. [(IF FALL 2006)In the last 12 months/(ELSE) since [MONTH AND YEAR OF LAST INTERVIEW]], how many times has (he/she) seen a doctor or other medical professional or visited a clinic or emergency room for an injury?**

**NOTE: Professional includes health professionals such as doctors, pediatricians and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, school or other psychologists, school or other psychiatric social workers, speech pathologists, etc. Do not include teachers or some other non-health professional.**

NEVER ..... 0  
ONCE ..... 1  
TWICE..... 2  
THREE OR MORE TIMES ..... 3  
DON'T KNOW..... d  
REFUSED..... r

{SECOND CHILD}

{IF P10=1, 2, OR 3}

P11. **Were [CHILD]'s activities restricted as a result of this injury?**

YES ..... 1  
NO ..... 0  
DON'T KNOW..... d  
REFUSED..... r

{SECOND CHILD}

{IF P10=1, 2, OR 3}

P12. **Did [CHILD] miss going to (Head Start/Kindergarten) as a result of this injury?**

YES ..... 1  
NO ..... 0  
DON'T KNOW..... d  
REFUSED..... r

{SECOND CHILD}

P13. ((IF SPRING 2007, SPRING 2008, KINDERGARTEN SURVEY) Since [MONTH AND YEAR OF LAST INTERVIEW]) Has a doctor, nurse, or other medical professional told you that [CHILD] has . . .

	YES	NO	DON'T KNOW	REFUSED
a. asthma? .....	1	0	d	r
b. a respiratory or breathing illness, such as bronchitis, pneumonia, or bronchiolitis? .....	1	0	d	r
c. a severe stomach or gastrointestinal illness, as indicated by frequent vomiting, diarrhea, or dehydration? .....	1	0	d	r
d. an ear infection? .....	1	0	d	r
e. a problem with muscles or with moving such as cerebral palsy? .....	1	0	d	r
f. a developmental delay? .....	1	0	d	r
g. epilepsy or seizures? .....	1	0	d	r
h. a heart defect? .....	1	0	d	r
i. mental retardation or cognitive impairment? .....	1	0	d	r
j. a lactose intolerance? .....	1	0	d	r
k. other food allergy or sensitivity such as to peanuts? .....	1	0	d	r
l. problem with allergies other than foods, such as to dust, animals, or medicine? .....	1	0	d	r
m. attention deficit, hyperactivity, ADD or ADHD? .....	1	0	d	r
n. diabetes? .....	1	0	d	r

**BOX P13a**  
**IF ANY P13 a – n = 1, AND NOT FALL 2006, GO TO P14.**  
**OTHERWISE, GO TO P15.**

{SECOND CHILD}

{IF P13 a-n = 1}

P14. Did [CHILD] miss regular (Head Start/Kindergarten) activities as a result of [FILL P13 a – n]?

YES ..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r

{SECOND CHILD}

P15. **Are [CHILD]’s activities restricted as a result of any impairment or health problem?**

- YES ..... 1
- NO ..... 0
- DON’T KNOW ..... d
- REFUSED ..... r

**VERSION BOX P2  
IF FALL 2006, GO TO P17, ELSE CONTINUE**

{SECOND CHILD}

P16. **Has [CHILD] missed going to (Head Start/Kindergarten) as a result of any impairment or health problem?**

- YES ..... 1
- NO ..... 0
- DON’T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD}

P17. **Now I have some questions about different special needs [CHILD] might have.**

**((IF SPRING 2007, SPRING 2008, KINDERGARTEN SURVEY) Since [MONTH OF LAST INTERVIEW]) Has [CHILD] been evaluated by a doctor, psychologist or other health professional because of a concern about (his/her) ability to pay attention or learn?**

- YES ..... 1
  - NO ..... 0
  - DON’T KNOW ..... d
  - REFUSED ..... r
- } → GO TO P20

{SECOND CHILD}

{IF P17=1}

P18. **Did you obtain a diagnosis of a problem from a doctor, psychologist or other health professional?**

- YES ..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → GO TO P20

{SECOND CHILD}

{IF P18=1}

P19. **What was the diagnosis?**

CODE ALL THAT APPLY

- MENTAL RETARDATION OR COGNITIVE IMPAIRMENT ..... 1
  - EMOTIONAL/BEHAVIOR DISABILITY ..... 2
  - AUTISM OR PERVASIVE DEVELOPMENTAL DELAY (PDD) ..... 3
  - TRAUMATIC BRAIN INJURY ..... 4
  - OPPOSITIONAL DEFIANT DISORDER ..... 5
  - OTHER (SPECIFY)..... 6
- 
- NO PROBLEM ..... 9
  - ADD/ADHD ..... 10
  - DON'T KNOW ..... d
  - REFUSED ..... r

{SECOND CHILD}

P20. (IF SPRING 2007, SPRING 2008, KINDERGARTEN SURVEY DISPLAY: **Since [MONTH OF LAST INTERVIEW]) Has [CHILD] been evaluated by a psychologist or health professional because of a concern about (his/her) overall activity level?**

- YES ..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → GO TO P23

{SECOND CHILD}

{IF P20=1}

P21. **Did you obtain a diagnosis of a problem from a doctor, psychologist, or health professional?**

- YES ..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → GO TO P23

{SECOND CHILD}

{IF P21=1}

P22. **What was the diagnosis?**

CODE ALL THAT APPLY

- ATTENTION DEFICIT DISORDER (ADD) ..... 1
- ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) ..... 2
- OTHER (SPECIFY)..... 3
- \_\_\_\_\_
- NO PROBLEM..... 9
- DON'T KNOW..... d
- REFUSED..... r

{SECOND CHILD}

P23. (IF SPRING 2007, SPRING 2008, KINDERGARTEN SURVEY, DISPLAY **Since [MONTH AND YEAR OF LAST INTERVIEW] Has [CHILD] been evaluated by a doctor or other health professional because of a concern about the way (he/she) uses (his/her) arms or legs?**

- YES ..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → GO TO P30

{SECOND CHILD}

{IF P23=1}

P24. **Did you obtain a diagnosis of a problem from a doctor or other health professional?**

- YES ..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → GO TO P30

{SECOND CHILD}

{IF P24=1}

P25. **What was the diagnosis?**

CODE ALL THAT APPLY

- CEREBRAL PALSY ..... 1
- EPILEPSY OR SEIZURES ..... 2
- OTHER PHYSICAL IMPAIRMENT (SPECIFY) .... 3
- \_\_\_\_\_
- \_\_\_\_\_
- NO PROBLEM ..... 9
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD}

{IF P24=1}

P26. **Does [CHILD] use special equipment, such as a brace, a wheelchair, or corrective shoes?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD}

P30. **Does [CHILD] have difficulty hearing and understanding speech in a normal conversation?**

YES .....	1	] → GO TO P27
NO .....	0	
DON'T KNOW.....	d	
REFUSED.....	r	

{SECOND CHILD}

{IF P30=1}

P31. ((IF SPRING 2007, SPRING 2008, KINDERGARTEN SURVEY) **(Since MONTH AND YEAR OF LAST INTERVIEW) Has [CHILD] been evaluated by a doctor or other health professional because of a concern about (his/her) ability to hear and understand speech in a normal conversation?**

YES .....	1	] → GO TO P27
NO .....	0	
DON'T KNOW.....	d	
REFUSED.....	r	

{SECOND CHILD}

{IF P31=1}

P32. **Did you obtain a diagnosis of a problem from a doctor or other health professional?**

YES .....	1	] → GO TO P27
NO .....	0	
DON'T KNOW.....	d	
REFUSED.....	r	

{SECOND CHILD}

{IF P32=1}

P33. **What was the diagnosis?**

CODE ALL THAT APPLY

- EAR INFECTION ..... 1
- HEARING IMPAIRMENT/HARD OF HEARING ... 2
- DEAFNESS ..... 3
- LANGUAGE IMPAIRMENT ..... 4
- AUTISM OR PERVASIVE  
DEVELOPMENTAL DELAY (PDD) ..... 5
- MENTAL RETARDATION ..... 6
- EMOTIONAL/BEHAVIOR DISABILITY ..... 7
- OTHER (SPECIFY) ..... 8
- \_\_\_\_\_
- NO PROBLEM ..... 9
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD}

{P33 = 2, 3}

P34. **Does [CHILD] usually wear a hearing aid?**

**NOTE: Hearing Aids are small electronic sound amplifiers worn in or behind the ear that compensates for hearing loss.**

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

{IF P33 = 2, 3}

P35a. Does [CHILD] have cochlear implants?

NOTE: Cochlear Implants are electronic devices that are surgically placed in the inner ear which are designed to provide useful hearing and improved communication ability to individuals who are profoundly hearing impaired and unable to understand speech with hearing aids.

- YES ..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → GO TO P27

{P34 = 1} OR {P35a = 1}

P35b. What is the effect of the device on [CHILD]'s ability to hear and understand speech in normal conversations? Does it . . .

- greatly improve (his/her) hearing, ..... 1
- somewhat improve (his/her) hearing, ..... 2
- minimally improve (his/her) hearing, or ..... 3
- does not improve (his/her) hearing? ..... 4
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD}

P27. (IF SPRING 2007, SPRING 2008, KINDERGARTEN SURVEY, DISPLAY: Since MONTH AND YEAR OF LAST INTERVIEW) Has [CHILD] been evaluated by a doctor or other health professional because of a concern about (his/her) ability to communicate?

- YES ..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → GO TO P36

{SECOND CHILD}

{IF P27=1}

P28. **Did you obtain a diagnosis of a problem from a doctor or other health professional?**

- YES ..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → GO TO P36

{SECOND CHILD}

{IF P28=1}

P29. **What was the diagnosis?**

- CODE ALL THAT APPLY
- SPEECH IMPAIRMENT ..... 1
  - LANGUAGE IMPAIRMENT ..... 2
  - AUTISM OR PERVASIVE DEVELOPMENTAL DELAY (PDD) ..... 3
  - MENTAL RETARDATION OR COGNITIVE IMPAIRMENT ..... 4
  - EMOTIONAL/BEHAVIOR DISABILITY ..... 5
  - OTHER (SPECIFY) ..... 6
  - \_\_\_\_\_
  - HEARING IMPAIRMENT ..... 8
  - NO PROBLEM ..... 9
  - DON'T KNOW ..... d
  - REFUSED ..... r

{SECOND CHILD}

P36. **Now I want to ask you about [CHILD]'s vision. Does [CHILD] have difficulty seeing objects in the distance or letters on paper?**

- YES ..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → GO TO BOX P39A

{SECOND CHILD}

{IF P36=1}

P37. (IF SPRING 2007, SPRING 2008, KINDERGARTEN SURVEY, DISPLAY: **Since MONTH AND YEAR OF LAST INTERVIEW**) Has [CHILD]'s vision been evaluated by a doctor or other health professional?

- YES ..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → GO TO BOX P39A

{SECOND CHILD}

{IF P37=1}

P38. **Did you obtain a diagnosis of a problem from a doctor or other health professional?**

- YES ..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → GO TO BOX P39A

{SECOND CHILD}

{IF P38=1}

P39. **What was the diagnosis?**

CODE ALL THAT APPLY

- NEARSIGHTED ..... 1
- FARSIGHTED ..... 2
- LEGALLY BLIND ..... 3
- OTHER (SPECIFY) ..... 4
- \_\_\_\_\_
- ASTIGMATISM ..... 5
- LAZY EYE/AMBLYOPIA ..... 6
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD}

{IF P38=1}

P39a. **Does [CHILD] usually wear glasses or contact lenses?**

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

{SECOND CHILD}

{P39a = 1}

P39b. **Which of these best describes [CHILD]'s eyesight? Is it . . .**

**correctable with glasses, ..... 1**  
**improvable with glasses, or ..... 2**  
**not correctable with glasses? ..... 3**  
DON'T KNOW ..... d  
REFUSED ..... r

**BOX P39A**  
**IF P18, P21, P24, P28, P32, OR P38= 1, ASK P40.**  
**ELSE GO TO BOX P41A.**

{SECOND CHILD}

{IF P18, P21, P24, P28, P32, P38 = 1}

P40. I'm going to read a list of services. For each service, please tell me if [CHILD] or your family has received this service to help with [CHILD]'s special needs. Since (IF FALL 2006 ([CHILD] turned [IF 3 YEAR OLD SAMPLE "3," IF 4 YEAR OLD SAMPLE "4"] years old/(ELSE)MONTH OF LAST INTERVIEW)), has [CHILD] or anyone in your household ever received (SERVICES a – l) to help with [CHILD]'s special needs?

	YES	NO	DON'T KNOW	REFUSED
a. speech or language therapy .....	1	0	d	r
b. occupational therapy or OT .....	1	0	d	r
c. physical therapy or PT .....	1	0	d	r
d. vision services .....	1	0	d	r
e. hearing or audiology services .....	1	0	d	r
PROBE: This does not include a temporary loss of hearing due to a cold or congestion.				
f. social work services .....	1	0	d	r
g. psychological services .....	1	0	d	r
h. parent support or training .....	1	0	d	r
i. special classes with other children, some or all of whom also had special needs .....	1	0	d	r
j. private tutoring or schooling for learning problems .....	1	0	d	r
k. {IF P39 = 3}. instruction in Braille .....	1	0	d	r
l. {IF P33 = 2,3}. instruction in sign language, cued speech, ASL, or TOCO .....	1	0	d	r
m. home visits .....	1	0	d	r

{SECOND CHILD}

{IF P18, P21, P24, P28, P32, P38 = 1}

P41. Is [CHILD] currently participating in an early intervention program or regularly receiving any services for (his/her) condition(s) from . . .

	YES	NO	DON'T KNOW	REFUSED
a. your local school district? .....	1	0	d	r
b. a state or local health or social service agency? .....	1	0	d	r
c. a doctor, clinic, or other health care provider? .....	1	0	d	r
d. some other source? (SPECIFY)..... _____	1	0	d	r

**VERSION BOX P3  
IF FALL 2006, GO TO Q1,  
ELSE CONTINUE**

**BOX P41A  
IF NO PROBLEM EVALUATED {P17, P20, P23, P27, P31, AND P37 ALL = 0, d, r}  
THEN ASK P42. ELSE GO TO P43**

{SECOND CHILD}

{IF P17, P20, P23, P27, P31, P37 ALL = 0, d, r}

P42. (Since [MONTH AND YEAR OF LAST INTERVIEW]) Has anyone (ever) suggested that you get [CHILD] evaluated for a possible special condition or need?

YES ..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r

} → GO TO P43

{SECOND CHILD}

{P42=1}

P42a. **What special condition or need?**

CODE ALL THAT APPLY

- BEHAVIOR PROBLEM..... 1
  - EMOTIONAL PROBLEM ..... 2
  - ATTENTION PROBLEM ..... 3
  - DEVELOPMENTAL DELAY ..... 4
  - PROBLEM WITH USE OF ARMS OR LEGS ..... 5
  - OPPOSITIONAL DEFIANT DISORDER ..... 6
  - SPEECH PROBLEM..... 7
  - HEARING PROBLEM ..... 8
  - VISION PROBLEM ..... 9
  - OTHER (SPECIFY)..... 10
- 
- DON'T KNOW..... d
  - REFUSED..... r

{SECOND CHILD}

P43. **Does [CHILD] have an Individualized Education Program or Plan (IEP) or an Individual Family Service Plan (IFSP)?**

- YES ..... 1
  - NO ..... 0
  - DON'T KNOW..... d
  - REFUSED..... r
- } → GO TO Q1

{SECOND CHILD}

{IF P43=1}

P44. **Did you or another family member participate in developing an IEP or an IFSP for [CHILD]?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW..... d
- REFUSED..... r

{SECOND CHILD}

{IF P43=1}

P45. Was this plan developed with (Head Start/Kindergarten) staff, or with some other person or agency?

- SCHOOL STAFF ..... 1
- NOT SCHOOL STAFF ..... 2
- DON'T KNOW ..... d
- REFUSED..... r

{SECOND CHILD}

{IF P43=1}

P46. Is [CHILD] receiving . . .

- none of the services identified in the IEP or IFSP, ..... 1 → GO TO Q1
  - some of the services, ..... 2
  - most of the services, or ..... 3
  - all of the services identified in the IEP or IFSP? ..... 4
  - DON'T KNOW ..... d
  - REFUSED..... r
- } → GO TO Q1

{SECOND CHILD}

{IF P46=2, 3, 4}

P47. How satisfied (are you/have you been) with those services? (Are you/Have you been) . . .

- very satisfied, ..... 1
- somewhat satisfied, ..... 2
- somewhat dissatisfied, or ..... 3
- very dissatisfied? ..... 4
- DON'T KNOW ..... d
- REFUSED..... r

**Q. FAMILY HEALTH**

**Q1. Now, let's talk about your health. Would you say your health in general is . . .**

- excellent,** ..... 1
- very good,**..... 2
- good,**..... 3
- fair, or** ..... 4
- poor?** ..... 5
- DON'T KNOW**..... d
- REFUSED**..... r

**Q2. The next questions are about the health insurance coverage you have for yourself. What kind of health insurance care coverage do you have? Do you have coverage through any of the following?**

	YES	NO	DON'T KNOW	REFUSED
<b>a. A private health insurance plan from employer, workplace, or purchased directly, or purchased through a state of local government program or community program? .....</b>	1	0	d	r
<b>b. A Medicaid plan such as [STATE PROGRAM NAME FROM BOX P9b]? ....</b>	1	0	d	r
<b>c. Military health care / TRICARE / CHAMPUS / CHAMP-VA? .....</b>	1	0	d	r
<b>d. Indian Health Service? .....</b>	1	0	d	r
<b>e. Another government program such as Medicare? (SPECIFY).....</b> _____	1	0	d	r

Q3. **Does any impairment or health problem keep you from working at a job or business?**

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

Q4. **Are you limited in the kind or amount of work you can do because of any impairment or health problem?**

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

**VERSION BOX Q1  
IF FALL 2006, GO TO VERSION BOX R,  
ELSE CONTINUE.**

Q5. **In the last 30 days, did you smoke tobacco such as cigarettes or cigars?**

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

{IF Q5=1}

Q6. **How many cigarettes or packs of cigarettes do you smoke on an average day?**

\_\_|\_\_| NUMBER PER \_\_|\_\_| CODE

CIGARETTES ..... 1  
PACKS ..... 2

ENTER "1" IF RESPONDENT SMOKES LESS THAN 1 CIGARETTE A DAY

DON'T KNOW ..... d  
REFUSED ..... r

Q7. **Is there (anyone/anyone else) in your household that smoked tobacco, like cigarettes or cigars, in the last 30 days?**

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

{IF Q7=1}

Q8. **(IF Q5=1)Other than yourself how many/(ELSE) How many] people currently smoke at home?**

|\_|\_| NUMBER

DON'T KNOW ..... d  
REFUSED ..... r

Q9. **The next questions are about how frequently you drink alcoholic beverages. By a “drink” we mean either a bottle of beer, a wine cooler, a glass of wine, a shot of liquor, or a mixed drink.**

**During the last 30 days, how often, if ever, did you drink alcoholic beverages, including beer, wine or liquor? Would you say . . .**

**less than once a week, ..... 1**  
**1 or 2 days per week, ..... 2**  
**3 or 4 days per week, ..... 3**  
**5 or 6 days per week, ..... 4**  
**every day, or ..... 5**  
**never? ..... 0**  
DON'T KNOW ..... d  
REFUSED ..... r

{IF Q9=1,2,3,4,5}

Q10. **On the days that you drank alcoholic beverages (including beer, wine, and liquor) in the last 30 days, how many drinks did you usually have?**

NOTE: A HELP SCREEN IS AVAILABLE WITH EQUIVALENCIES.

HELP SCREEN:			
ALCOHOL EQUIVALENTS:			
<b><u>Beer:</u></b>		<b><u>Hard Liquor:</u></b>	
1 12 oz. or 16 bottle	= 1 drink	1 highball	= 1 drink
1 case of beer	= 24 drinks	1 shot glass	= 1 drink
<b><u>Wine:</u></b>		1/2 pint of liquor	= 6 drinks
1 4 oz. glass of wine	= 1 drink	1 pint of liquor	= 12 drinks
1 liter of wine	= 6 drinks	1 fifth of liquor	= 20 drinks
1 wine cooler	= 1 drink	1 quart of liquor	= 24 drinks

|\_|\_| NUMBER

DON'T KNOW..... d

REFUSED..... r

Q11. **Is there ((Q9=0)anyone/(ELSE)anyone else) in your household who drinks alcohol?**

YES ..... 1

NO ..... 0

DON'T KNOW..... d

REFUSED..... r

{IF Q11=1}

Q12. **((IF Q9=1, 2, 3, 4, 5) Other than yourself)/( ELSE )How many people currently drink alcohol at home?**

|\_|\_| NUMBER

DON'T KNOW..... d

REFUSED..... r

Q13. **Is there anyone in your household who uses drugs?**

YES ..... 1  
NO ..... 0  
DON'T KNOW..... d  
REFUSED..... r

{IF Q13=1}

Q14. **Altogether, how many people in your household currently use drugs?**

|\_|\_| NUMBER

DON'T KNOW..... d  
REFUSED..... r

**VERSION BOX Q15**  
**HEAD START CASES: GO TO Q15**  
**KINDERGARTEN CASES: GO TO VERSION BOX T**

{IF Q9 = 1, 2, 3, 4, 5 OR Q11=1 OR Q13=1} {Head Start Cases}

Q15. **Now, I'd like you to think about any problems you or anyone in your household might have had in the last twelve months when using ((Q9=1,2,3,4,5 OR Q11=1) alcohol/ (Q13=1)drugs/ (Q9=1,2,3,4,5 OR Q11=1 AND Q13=1)alcohol and drugs).**

**In the last twelve months {INSERT a1-c2}**

	NEVER	ONCE OR TWICE	THREE OR FOUR TIMES	FIVE OR SIX TIMES	MORE THAN SIX TIMES	NEVER OR DON'T USE	DON'T KNOW	REFUSED
<b>a. How many times have you or anyone in your household gotten into trouble with family or friends (including a husband/wife/partner) because of the use of ...</b>								
{IF Q9=1,2,3,4,5 OR Q11=1}								
1. <b>alcohol?</b> .....	1	2	3	4	5	6	d	r
{IF Q13=1}								
2. <b>drugs?</b> .....	1	2	3	4	5	6	d	r
<b>b. How many times have you or anyone in your household gotten in trouble with the police because of the use of ...</b>								
{IF Q9=1,2,3,4,5 OR Q11=1}								
1. <b>alcohol?</b> .....	1	2	3	4	5	6	d	r
{IF Q13=1}								
2. <b>drugs?</b> .....	1	2	3	4	5	6	d	r
<b>c. How many times have you or anyone in your household missed work or school or had to call in sick because of the use of .....</b>								
{IF Q9=1,2,3,4,5 OR Q11=1}								
1. <b>alcohol?</b> .....	1	2	3	4	5	6	d	r
{IF Q13=1}								
2. <b>drugs?</b> .....	1	2	3	4	5	6	d	r

**R. HOME AND NEIGHBORHOOD CHARACTERISTICS**

**VERSION BOX R**  
**HEAD START CASES ONLY: IF FALL 2006 OR FIRST INTERVIEW WITH FAMILY, CONTINUE ELSE GO TO VERSION BOX S**

{Head Start Cases}

R1. **The next questions are about situations that can be difficult for families. I'm going to ask about things that may have happened to you or others in your household over the past year. Please remember, all of your answers are held in the strictest confidence. We will not tell anyone what you say, including Head Start.**

**For each of the following items, please tell me how often each one happened to you during the past year.**

{insert a-d} **Would you say never, once, or more than once?**

NOTE: A HELP SCREEN IS AVAILABLE WITH DEFINITIONS OF 'VIOLENT CRIME' AND 'NON-VIOLENT CRIME'.

**HELP SCREEN:**

**Violent crime** is composed of four offenses: murder and non-negligent manslaughter, forcible rape, robbery, and aggravated assault. According to the Uniform Crime Reporting (UCR) Program's definition, violent crimes involve force or threat of force.

**Nonviolent Crime:** Nonviolent crimes are defined as property, drug, and public order offenses that do not involve a threat of harm or an actual attack upon a victim.

	NEVER	ONCE	MORE THAN ONCE	DON'T KNOW	REFUSED
a. I saw non-violent crimes take place in my neighborhood – for example, selling drugs or stealing .....	1	2	3	d	r
b. I heard or saw violent crime take place in my neighborhood .....	1	2	3	d	r
c. I know someone who was a victim of a violent crime in my neighborhood...	1	2	3	d	r
d. I was a victim of violent crime in my neighborhood.....	1	2	3	d	r

{Head Start Cases}

R2. **Have you ever been hit, kicked, punched, or otherwise hurt by someone within the past year?**

PROBE: **Please answer just yes or no.**

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

{IF R2=1} {Head Start Cases}

R3. **How was this person related to you?**

CODE ALL THAT APPLY

CURRENT SPOUSE ..... 11  
FORMER SPOUSE ..... 12  
CURRENT PARTNER ..... 13  
FORMER PARTNER ..... 14  
FATHER ..... 15  
MOTHER ..... 16  
SISTER ..... 17  
BROTHER ..... 18  
GRANDMOTHER ..... 19  
GRANDFATHER ..... 20  
AUNT ..... 21  
UNCLE ..... 22  
COUSIN ..... 23  
OTHER RELATIVE ..... 24  
OTHER PERSON NOT RELATED  
TO RESPONDENT ..... 25  
DON'T KNOW ..... d  
REFUSED ..... r

{SECOND CHILD} {Head Start Cases}

**READ THIS ONLY FOR SECOND CHILD: The next questions are about situations that can be difficult for families. I'm going to ask about things that may have happened to you or others in your household over the past year. Please remember, all of your answers are held in the strictest confidence. We will not tell anyone what you say, including Head Start.**

**R4. In the past year, has [CHILD] ever been a witness to a violent crime?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW..... d
- REFUSED..... r

{SECOND CHILD} {Head Start Cases}

**R5. In the past year, has [CHILD] ever been a witness to domestic violence?**

NOTE: A HELP SCREEN IS AVAILABLE WITH A DEFINITION OF DOMESTIC VIOLENCE.

**HELP SCREEN:**

Domestic violence is any type of physical, mental or emotional abuse that happens between people who are married, in a romantic relationship, who are former partners or who are related by family. Examples of domestic violence include being beaten up, murder, kidnapping, rape, sexual assault and robbery.

- YES ..... 1
- NO ..... 0
- DON'T KNOW..... d
- REFUSED..... r

{SECOND CHILD} {Head Start Cases}

**R6. In the past year, has [CHILD] ever been the victim of a violent crime?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW..... d
- REFUSED..... r

{SECOND CHILD} {Head Start Cases}

R7. **In the past year, has [CHILD] ever been the victim of domestic violence?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD} {Head Start Cases}

R8. **Since [CHILD] was born, have you, another household member, [(IF SC9 OR SC9-V1 OR RESPONDENT FLAG OR SC9-V2 = 12, 14-30) or has [CHILD]'s mother (IF SC9 OR SC9-V1 OR RESPONDENT FLAG OR SC9-V2 = 11, 13, 15-30) or has [CHILD]'s father)] been arrested or charged with any crime by the police?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

{SECOND CHILD} {Head Start Cases}  
{IF R8=1}

R9. **How was this person related to [CHILD]?**

CODE ALL THAT APPLY

BIOLOGICAL MOTHER.....	11
BIOLOGICAL FATHER.....	12
ADOPTIVE MOTHER.....	13
ADOPTIVE FATHER.....	14
STEPMOTHER.....	15
STEPFATHER.....	16
GRANDMOTHER.....	17
GRANDFATHER.....	18
GREAT GRANDMOTHER.....	19
GREAT GRANDFATHER.....	20
SISTER/STEPSISTER.....	21
BROTHER/STEPBROTHER.....	22
OTHER RELATIVE OR IN-LAW (FEMALE).....	23
OTHER RELATIVE OR IN-LAW (MALE).....	24
FOSTER PARENT (FEMALE).....	25
FOSTER PARENT (MALE).....	26
OTHER NON-RELATIVE (FEMALE).....	27
OTHER NON-RELATIVE (MALE).....	28
PARENT'S PARTNER (FEMALE).....	29
PARENT'S PARTNER (MALE).....	30
DON'T KNOW.....	d
REFUSED.....	r

{SECOND CHILD IF R8=1} {Head Start Cases}  
{IF R8=1}

R10. **Did anyone spend time in jail because of this?**

YES.....	1
NO.....	0
DON'T KNOW.....	d
REFUSED.....	r

**Next, I am going to ask you about your romantic relationships.**

{Head Start Cases}

R11. **Do you feel safe in your current relationship?**

YES ..... 1  
NO ..... 0  
DO NOT HAVE RELATIONSHIP ..... 3  
DON'T KNOW ..... d  
REFUSED ..... r

{Head Start Cases}

R12. **Do you have a partner from a previous relationship who is making you feel unsafe now?**

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

{R12=1} {Head Start Cases}

R13. **How was this person related to you?**

SPOUSE ..... 1  
PARTNER ..... 2  
DON'T KNOW ..... d  
REFUSED ..... r

**S. COMMUNITY SERVICES**

**VERSION BOX S  
 HEAD START CASES ONLY: IF SPRING 2007 OR NO SPRING  
 2007 INTERVIEW CONTINUE,  
 ELSE GO TO VERSION BOX T**

Families with young children sometimes need help of various kinds. Now I'd like to ask you some questions about ways in which Head Start may have helped your family.

{Head Start Cases}

S1. **Did you or another family member complete a Head Start Family Needs Assessment or Family Partnership Agreement in which you were asked about your family's particular needs, interests, goals, strengths, and so on?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW..... d
- REFUSED..... r

{Head Start Cases}

S2. **{IF NO PREVIOUS INTERVIEW: In the last 12 months/(ELSE) Since (MONTH AND YEAR OF LAST INTERVIEW)} have you or anyone in your household received any of these community or government services?**

	YES	NO	DON'T KNOW	REFUSED
a. <b>Help with housing?</b> .....	1	0	d	r
b. <b>Training for a job?</b> .....	1	0	d	r
c. <b>Help finding a job?</b> .....	1	0	d	r
d. <b>Help to go to school or college?</b> .....	1	0	d	r
e. <b>Classes in English as a Second Language?</b> .....	1	0	d	r
f. <b>Transportation to or from work or training?</b> .....	1	0	d	r
g. <b>Child care?</b> .....	1	0	d	r
h. <b>Alcohol or drug treatment or counseling?</b> .....	1	0	d	r
i. <b>Advice from a lawyer?</b> .....	1	0	d	r
j. <b>Mental health services or counseling?</b> .....	1	0	d	r
k. <b>Help dealing with family violence?</b> .....	1	0	d	r
l. <b>Help or counseling for other family problems? ..</b>	1	0	d	r
m. <b>Dental or Orthodontic care?</b> .....	1	0	d	r

**BOX S2a**  
**IF ANY S2=1 ASK S3, ELSE GO TO T1.**

{IF S2a - m = 1} {Head Start Cases}

S3. **Did Head Start make you aware of or help you to obtain ((IF ONLY ONE PART S2=1) this service/(ELSE) these services)?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

**T. SOCIAL SUPPORT**

**VERSION BOX T**  
**IF SPRING 2007 OR NO SPRING 2007, OR KINDERGARTEN**  
**SURVEY CONTINUE, ELSE GO TO U1**

T1. **Now I'm going to read some statements about other kinds of help you may get. Please tell me whether each statement is never true for you, sometimes true for you, or always true for you.**

**PROBE: Would you say it is never true for you, sometimes true for your, or always true for you?**

	NEVER TRUE	SOMETIMES TRUE	ALWAYS TRUE	DON'T KNOW	REFUSED
a. <b>If I need to do an errand, I can easily find someone to watch [CHILD].....</b>	1	2	3	d	r
b. <b>If I need a ride to get [CHILD] to the doctor, friends or family will help me.....</b>	1	2	3	d	r
c. <b>If [CHILD] is sick, friends or family will call or come by to check on how things are going .....</b>	1	2	3	d	r
d. <b>If [CHILD] is having problems at (Head Start/Kindergarten), there is a friend, relative, or neighbor I can talk it over with.....</b>	1	2	3	d	r
e. <b>If I have an emergency and need cash, family or friends will loan it to me .....</b>	1	2	3	d	r
f. <b>If I have troubles or need advice, I have someone I can talk to .....</b>	1	2	3	d	r

T2. **Many people and groups can be helpful to members of a family raising a young child. We want to know how helpful different people and groups are to your family.**

**Please tell me how helpful each of the following have been to you in terms of raising (CHILD) over the past month. How helpful (have/has) {INSERT a – m} been? Would you say . . .**

**BOX T2a**

**IF RESPONDENT IS [CHILD]'S FATHER {IF SC9 OR SC9-V1 OR RESPONDENT FLAG = 12, 14}, CODE T2a AS 4. IF RESPONDENT IS CHILD'S MOTHER {IF SC9 OR SC9-V1 OR RESPONDENT FLAG = 11, 13}, CODE T2b AS 4. IF CURRENT SPOUSE OR PARTNER IS [CHILD]'S FATHER/MOTHER {IF B9 = 1 OR J15 = 1}, CODE T2c AS 4.**

	NOT VERY HELPFUL	SOMEWHAT HELPFUL	VERY HELPFUL	NOT APPLICABLE	DON'T KNOW	REFUSED	NO
{SECOND CHILD}							
a. [CHILD]'s father .....	1	2	3	4	d	r	
{SECOND CHILD}							
b. [CHILD]'s mother .....	1	2	3	4	d	r	
{SECOND CHILD}							
c. Your current spouse or partner .....	1	2	3	4	d	r	
{SECOND CHILD}							
d. [CHILD]'s grandparents ....	1	2	3	4	d	r	
{SECOND CHILD}							
e. Other relatives.....	1	2	3	4	d	r	
f. Your friends.....	1	2	3	4	d	r	
g. Co-workers.....	1	2	3	4	d	r	
h. Professional help givers like counselors or social workers .....	1	2	3	4	d	r	
i. (Head Start/Kindergarten) staff ...	1	2	3	4	d	r	
j. Other parents you have met through (Head Start/Kindergarten) .....	1	2	3	4	d	r	
k. Other child care providers .....	1	2	3	4	d	r	
l. Religious or social group member.....	1	2	3	4	d	r	
m. Were there other people who have been helpful, and how helpful were they? (SPECIFY).....	1	2	3		d	r	0

{IF T2m = 2 OR 3}

T2n. **Who was that?**

(SPECIFY) \_\_\_\_\_

## U. YOUR FEELINGS

VERSION BOX U  
IF FALL 2006, SPRING 2007, OR SPRING 2008, OR  
KINDERGARTEN SURVEY, CONTINUE

U1. The next questions are about how you have felt about yourself and your life in the past week. There are no right or wrong answers.

I am going to read a list of ways you may have felt or behaved. Please tell me how often you have felt or behaved this way during the past week. First . . .  
(INSERT ITEM)

[ITEM]. Did you feel this way rarely or never, some or a little, occasionally or a moderate amount of time, or most or all of the time in the past week?

NOTE: A HELP SCREEN IS AVAILABLE WITH A DEFINITION FOR UC-1 "SHAKE OFF THE BLUES."

### HELP SCREEN:

Feelings of depression may be described as feeling sad, blue, unhappy, miserable, or down in the dumps. Most of us feel this way at one time or another for short periods. But true clinical depression is a mood disorder in which feelings of sadness, loss, anger, or frustration interfere with everyday life for an extended period of time.

USE  
SHOW  
CARD

	RARELY OR NEVER	SOME OR A LITTLE	OCCASIONALLY OR MODERATELY	MOST OR ALL	DON'T KNOW	REFUSED
a. <b>Bothered by things that usually don't bother you</b> .....	1	2	3	4	d	r
b. <b>You did not feel like eating, your appetite was poor</b> .....	1	2	3	4	d	r
c. <b>You could not shake off the blues, even with help from your family and friends</b> .....	1	2	3	4	d	r
d. <b>You had trouble keeping your mind on what you were doing</b> .....	1	2	3	4	d	r
e. <b>Depressed</b> .....	1	2	3	4	d	r
f. <b>That everything you did was an effort</b> .....	1	2	3	4	d	r
g. <b>Fearful</b> .....	1	2	3	4	d	r
h. <b>Your sleep was restless</b> .....	1	2	3	4	d	r
i. <b>You talked less than usual</b> .....	1	2	3	4	d	r
j. <b>Lonely</b> .....	1	2	3	4	d	r
k. <b>Sad</b> .....	1	2	3	4	d	r
l. <b>You could not get "going"</b> .....	1	2	3	4	d	r

**VERSION BOX U1  
HEAD START CASES: GO TO V1  
KINDERGARTEN CASES: GO TO BOX X1A**

**V. GETTING READY FOR KINDERGARTEN**

**VERSION BOX V**  
**HEAD START CASES ONLY: IF SPRING 2007 OR SPRING 2008 CONTINUE,**  
**ELSE GO TO VERSION BOX W**

{SECOND CHILD} {Head Start Cases}

V1. **Where will [CHILD] attend school this coming fall? Will (he/she) be . . .**

- |                                    |   |     |          |
|------------------------------------|---|-----|----------|
| Returning to Head Start,.....      | 1 | } → | GO TO W1 |
| Attending Pre-Kindergarten, .....  | 2 |     |          |
| Attending Kindergarten, .....      | 3 | } → | GO TO W1 |
| Attending another preschool, ..... | 4 |     |          |
| Not attending any school, or ..... | 5 |     |          |
| Don't know yet? .....              | d |     |          |
| REFUSED.....                       | r |     |          |

{SECOND CHILD} {Head Start Cases}

{IF V1=3}

V2. **What is the name of the school [CHILD] will attend next year?**

\_\_\_\_\_

SCHOOL NAME

- DON'T KNOW..... d
- REFUSED..... r

{SECOND CHILD} {Head Start Cases}  
{IF V1=3}

V3. **What city and state is the elementary school in?**

---

CITY

\_\_\_\_|\_\_\_\_| STATE

DON'T KNOW.....d

REFUSED.....r

{SECOND CHILD} {Head Start Cases}  
{IF V1=3 AND V3<>d, r}

V4. **What is the street address?**

---

STREET

DON'T KNOW.....d

REFUSED.....r

## W. HEAD START CONCLUDING QUESTIONS

**VERSION BOX 2**  
**HEAD START CASES ONLY: IF SPRING 2007 OR SPRING 2008**  
**INTERVIEW CONTINUE, ELSE GO TO BOX X1a**

Now I would like to ask you some questions about [CHILD]'s Head Start program.

{SECOND CHILD} {Head Start Cases}

W1. {IF C2 = 1} **Based on what has happened at Head Start since [CHILD] started the Head Start program, how satisfied are you with how well Head Start is doing in each of the following areas:**

	VERY SATISFIED	SOMEWHAT SATISFIED	SOMEWHAT DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	REFUSED	NEVER OFFERED
a. Helping [CHILD] to grow and develop .....	1	2	3	4	d	r	
b. Being open to your ideas and participation in the program.....	1	2	3	4	d	r	
c. Supporting and respecting your family's culture and background .....	1	2	3	4	d	r	
d. Identifying and providing services for [CHILD]—for example, health screening, help with speech and language development.....	1	2	3	4	d	r	<input type="checkbox"/>
e. Identifying and helping to provide services that help your family—for example, public assistance, transportation, or job training .....	1	2	3	4	d	r	<input type="checkbox"/>
f. Maintaining a safe program—for example, secure play-grounds, clean and tidy classrooms .....	1	2	3	4	d	r	
g. Preparing [CHILD] to enter kindergarten .....	1	2	3	4	d	r	
h. Helping you become more involved in groups that are active in your community .....	1	2	3	4	d	r	<input type="checkbox"/>

{SECOND CHILD} {Head Start Cases}

W2. Now I'm going to ask you about [CHILD]'s and your experience in Head Start. Please let me know which answer best describes [CHILD]'s and your Head Start experience.

	NEVER	SOMETIMES	OFTEN	ALWAYS	DON'T KNOW	REFUSED
a. [CHILD]((C2=1) feels/(C2=2)felt) safe and secure in Head Start .....	1	2	3	4	d	r
b. [CHILD] ((C2=1)gets/C2=2)got) lots of individual attention.....	1	2	3	4	d	r
c. [CHILD]'s teacher ((C2=1)is/(C2=2) was)) open to new information and learning.....	1	2	3	4	d	r
d. [CHILD] ((C2=1)has been /(C2=2)was) happy in the program .....	1	2	3	4	d	r
e. The teacher ((C2=1)is/(C2=2) was)) warm and affectionate towards [CHILD].....	1	2	3	4	d	r
f. [CHILD] ((C2=1)is/(C2=2) was)) treated with respect by teachers .....	1	2	3	4	d	r
g. The teacher ((C2=1)takes/(C2=2) took)) an interest in [CHILD] .....	1	2	3	4	d	r
h. [CHILD] ((C2=1)feels/(C2=2) felt)) accepted by the teacher	1	2	3	4	d	r
i. The teacher ((C2=1)is/(C2=2) was)) supportive of you as a parent.....	1	2	3	4	d	r
k. You ((C2=1)feel/(C2=2) felt)) welcomed by the teacher .....	1	2	3	4	d	r
l. The teacher ((C2=1)handles/(C2=2) handled)) discipline matters easily without being harsh ...	1	2	3	4	d	r
m. The teacher ((C2=1) seems/ (C2=2) seemed) happy and content.....	1	2	3	4	d	r
n. The assistant teacher/aide ((C2=1)is/(C2=2) was)) warm and affectionate towards [CHILD] .....	1	2	3	4	d	r

{SECOND CHILD} {Head Start Cases}

W3. **What are the major ways you feel Head Start helped [CHILD] this year?**

PROBE: **What else?**

---

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---

{Head Start Cases}

W4. **What are the major ways you think Head Start helped your family this year?**

PROBE: **Did they help your family in any other areas besides educating [CHILD]? What else?**

---

---

---

---

{Head Start Cases}

W5. **If you could change anything about Head Start that you think would help it better serve children and their families, what would it be?**

---

---

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## X. TRACKING INFORMATION

### BOX X1a PROGRAMMING INSTRUCTIONS: PRELOAD ALL INFORMATION FROM DATABASE

{IF C2 = 2, d, r}

**Thank you for your help. Please tell me where we should send your thank-you check.**  
GO TO X4.

{IF C2 = 1}

**Thank you for spending this time with me. (IN PERSON INTERVIEW: I will give you your thank-you money in just a few minutes./TELEPHONE INTERVIEW: We will send you your thank-you money within the next 2 weeks.) As we talked about earlier, we plan to interview you again in the spring and we need to know how to get in touch with you.**

**My next questions will be about how to contact you or people who will know how to find you.**

X1. **First, I would like to verify your telephone number. What is your telephone number?**

(|\_|\_|\_|\_|)-|\_|\_|\_|\_|-|\_|\_|\_|\_|  
AREA CODE

NO TELEPHONE..... 1  
DON'T KNOW..... d  
REFUSED..... r

→ GO TO X2

{IF NUMBER PROVIDED AT X1}

X1a. **Whose name is that number listed under?**

\_\_\_\_\_ → GO TO X3a  
NAME

DON'T KNOW..... d  
REFUSED..... r

→ GO TO X4

{IF X1 = d, r}

X2. **Can you give me a number where you can be reached?**

(|\_|\_|\_|\_|)-|\_|\_|\_|\_|-|\_|\_|\_|\_|  
AREA CODE

DON'T KNOW.....d  
REFUSED.....r

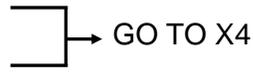


{IF NUMBER PROVIDED AT X2}

X3. **Whose telephone is that?**

\_\_\_\_\_ → GO TO X3a  
NAME

DON'T KNOW.....d  
REFUSED.....r



X3a. **Do you have another phone number like a beeper number or cell phone number?**

(|\_|\_|\_|\_|)-|\_|\_|\_|\_|-|\_|\_|\_|\_| CELL PHONE  
AREA CODE

(|\_|\_|\_|\_|)-|\_|\_|\_|\_|-|\_|\_|\_|\_| BEEPER  
AREA CODE

NO BEEPER OR CELL PHONE ..... 1  
DON'T KNOW.....d  
REFUSED.....r

X4. **Please give me your full name and permanent address.**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

DON'T KNOW.....d  
REFUSED.....r

**IF C2 = 2, d, r – GO TO ENDING**

{J17, K17, OR L17 = 1} OR {J17, K17, OR L17 = 0 AND J18, K18, OR L18 = 1}  
X5. **May we call you at your work number?**

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

{X5=1}  
X6. **What is your work telephone number?**

(|\_|\_|\_|\_|)-|\_|\_|\_|\_|-|\_|\_|\_|\_|\_|  
AREA CODE

DON'T KNOW ..... d  
REFUSED ..... r

X7a. **Please tell me the names, addresses and telephone numbers of three people who do not live with you but who will know how to contact you a year from now? This will help us contact you so we can still complete an interview with you if you move.**

**What is the name of the first person who will know how we can reach you?**

\_\_\_\_\_

DON'T KNOW ..... d  
REFUSED ..... r  GO TO SECTION Y

**X7b. How is this person related to you?**

BIOLOGICAL MOTHER.....	11
BIOLOGICAL FATHER.....	12
ADOPTIVE MOTHER.....	13
ADOPTIVE FATHER.....	14
STEPMOTHER.....	15
STEPFATHER.....	16
GRANDMOTHER.....	17
GRANDFATHER.....	18
GREAT GRANDMOTHER.....	19
GREAT GRANDFATHER.....	20
SISTER/STEPSISTER.....	21
BROTHER/STEPBROTHER.....	22
OTHER RELATIVE OR IN-LAW (FEMALE).....	23
OTHER RELATIVE OR IN-LAW (MALE).....	24
FOSTER PARENT (FEMALE).....	25
FOSTER PARENT (MALE).....	26
OTHER NON-RELATIVE (FEMALE).....	27
OTHER NON-RELATIVE (MALE).....	28
PARENT'S PARTNER (FEMALE).....	29
PARENT'S PARTNER (MALE).....	30
DON'T KNOW.....	d
REFUSED.....	r

**X7c. What is that person's telephone number?**

(|\_|\_|\_|\_|)-|\_|\_|\_|\_|-|\_|\_|\_|\_|\_|  
AREA CODE

DON'T KNOW.....	d
REFUSED.....	r

X7d. **Please give me their permanent address.**

ADDRESS: \_\_\_\_\_

\_\_\_\_\_

DON'T KNOW..... d

REFUSED..... r

X8a. **What is the name of a second person?**

\_\_\_\_\_

DON'T KNOW..... d

REFUSED..... r

**X8b. How is this person related to you?**

BIOLOGICAL MOTHER.....	11
BIOLOGICAL FATHER.....	12
ADOPTIVE MOTHER.....	13
ADOPTIVE FATHER.....	14
STEPMOTHER.....	15
STEPFATHER.....	16
GRANDMOTHER.....	17
GRANDFATHER.....	18
GREAT GRANDMOTHER.....	19
GREAT GRANDFATHER.....	20
SISTER/STEPSISTER.....	21
BROTHER/STEPBROTHER.....	22
OTHER RELATIVE OR IN-LAW (FEMALE).....	23
OTHER RELATIVE OR IN-LAW (MALE).....	24
FOSTER PARENT (FEMALE).....	25
FOSTER PARENT (MALE).....	26
OTHER NON-RELATIVE (FEMALE).....	27
OTHER NON-RELATIVE (MALE).....	28
PARENT'S PARTNER (FEMALE).....	29
PARENT'S PARTNER (MALE).....	30
DON'T KNOW.....	d
REFUSED.....	r

**X7c. What is that person's telephone number?**

(|\_|\_|\_|\_|)-|\_|\_|\_|\_|-|\_|\_|\_|\_|\_|  
AREA CODE

DON'T KNOW.....	d
REFUSED.....	r

X7d. **Please give me their permanent address.**

ADDRESS: \_\_\_\_\_

\_\_\_\_\_

DON'T KNOW..... d

REFUSED..... r

X9a. **What is the name of a third person?**

\_\_\_\_\_

DON'T KNOW..... d

REFUSED..... r

X9b. **How is this person related to you?**

BIOLOGICAL MOTHER..... 11

BIOLOGICAL FATHER..... 12

ADOPTIVE MOTHER..... 13

ADOPTIVE FATHER..... 14

STEPMOTHER..... 15

STEPFATHER..... 16

GRANDMOTHER..... 17

GRANDFATHER..... 18

GREAT GRANDMOTHER..... 19

GREAT GRANDFATHER..... 20

SISTER/STEPSISTER..... 21

BROTHER/STEPBROTHER..... 22

OTHER RELATIVE OR IN-LAW (FEMALE)..... 23

OTHER RELATIVE OR IN-LAW (MALE)..... 24

FOSTER PARENT (FEMALE)..... 25

FOSTER PARENT (MALE)..... 26

OTHER NON-RELATIVE (FEMALE)..... 27

OTHER NON-RELATIVE (MALE)..... 28

PARENT'S PARTNER (FEMALE)..... 29

PARENT'S PARTNER (MALE)..... 30

DON'T KNOW..... d

REFUSED..... r

X9c. **What is their telephone number?**

(|\_|\_|\_|\_|)-|\_|\_|\_|\_|-|\_|\_|\_|\_|  
AREA CODE

DON'T KNOW..... d

REFUSED..... r

X9d. **Please give me their permanent address.**

ADDRESS: \_\_\_\_\_  
\_\_\_\_\_

DON'T KNOW..... d

REFUSED..... r

## Y. INTERVIEWER RATINGS

Y1. Please rate the following qualities of the respondent, the interviewing situation, and the data:

The respondent (was/had) . . .

	HIGH	LOW
a. able to understand questions easily	7 6 5 4 3 2 1	hardly able to understand
b. truthful	7 6 5 4 3 2 1	untruthful
c. accurate	7 6 5 4 3 2 1	inaccurate
d. interested in the interview	7 6 5 4 3 2 1	not interested in the interview
e. cooperative	7 6 5 4 3 2 1	uncooperative
f. no English language problem	7 6 5 4 3 2 1	spoke English with great difficulty
g. interviewed without interruption	7 6 5 4 3 2 1	interrupted often
h. your opinion about the overall quality of the data		
High	7 6 5 4 3 2 1	Low

ZZ: LANGUAGE ISSUES

ZZ1. Was a translator used?

YES .....	1
NO .....	0
DON'T KNOW.....	d
REFUSED.....	r

ZZ2. Which language was used?

CODE ONLY ONE

FRENCH.....	11
SPANISH.....	12
CAMBODIAN (KHMER) .....	13
CHINESE.....	14
HAITIAN CREOLE .....	15
HMONG.....	16
JAPANESE .....	17
KOREAN .....	18
VIETNAMESE.....	19
ARABIC .....	20
OTHER (SPECIFY).....	21
<hr/>	
ENGLISH.....	25
DON'T KNOW.....	d
REFUSED.....	r

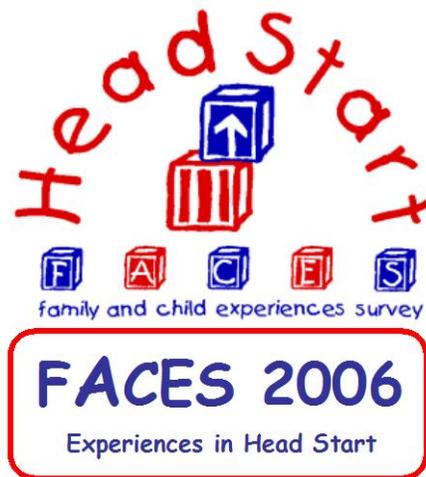
OMB No.: 0970-0151  
Expiration Date: 06/30/2009

**MATHEMATICA**  
Policy Research, Inc.

## Head Start Family and Child Experiences Survey

*Teacher's Child Report  
Form – Head Start*

*Fall 2006, Spring 2007,  
Spring 2008*



According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection will be entered after clearance. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

ID Number: \_\_\_\_\_

Child Name: \_\_\_\_\_

### Section A.

### Section B. Child's Accomplishments

**A1. Are you currently the Head Start teacher for the child listed above? (Use an "X" to mark your response.)**

- Yes → GO TO B1
- No

**A2. What is the main reason you are no longer this child's teacher?**

- Child moved to another class in the same center
  - Child moved to another center
  - Child left the Head Start program
- } → GO TO A4

**A3. What is the name of the Head Start teacher whose class this child currently attends?**

Name: \_\_\_\_\_

**A4. Please record the last date this child was in your class.**

|\_|\_| / |\_|\_| / |\_|\_|\_|\_|  
Month Day Year

**A5. Thank you for completing this form.**

These questions are about things that different children do at different ages. These things may or may not be true for this child.

**B1. Can this child recognize...**

- All of the letters of the alphabet,
- Most of them,
- Some of them, or
- None of them?

**B2. How high can this child count? Would you say...**

- Not at all,
- Up to five,
- Up to ten,
- Up to twenty,
- Up to fifty, or
- Up to 100 or more?

**B3. How often does this child like to write or pretend to write? Would you say...**

- Never,
- Has done it once or twice,
- Sometimes, or
- Often?

**B4. Can this child identify the colors red, yellow, blue, and green by name? Would you say...**

- All of them,
- Some of them, or
- None of them?

**B5. Please answer “Yes” or “No” to each question about this child’s abilities.**

	MARK “YES” OR “NO” ON EACH LINE	
	YES	NO
a. Does this child mostly write and draw rather than scribble? .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Can this child write (his/her) first name even if some of the letters are backward? .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Does this child trip, stumble, or fall easily? .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. When this child speaks, is (he/she) understandable to a stranger?.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Does this child stutter or stammer?.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
f. Does this child ever look at a book with pictures and pretend to read?.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
g. Does this child recognize (his/her) own first name in writing or in print? .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>

**Section C. Social Skills**

All instruments used in the ECLS-K are available on the web site with the exception of instruments that include items that are copyrighted. The social rating scale used in the study is an adaptation of the Social Skills Rating Scale by Gresham and Elliot 1990, published by American Guidance Service. Permission to adapt the scale was obtained from the copyright license owner (AGS). The agreement reached between Mathematica and NCS Pearson, Inc. prohibit us from distributing the actual rating scales used in the ECLS-K to the public. Permission to use or adapt the SSRS for your specific needs must be obtained from NCS Pearson, Inc.

### Section D. Classroom Conduct

Please describe this child according to how true each of these statements has been during the past month, from “not true” to “somewhat or sometimes true” to “very true or often true.” For each item, mark only one code.

	MARK ONLY ONE		
	NOT TRUE	SOMEWHAT OR SOMETIMES TRUE	VERY TRUE OR OFTEN TRUE
a. Acts too young for his or her age.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Can't concentrate, can't pay attention for long.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c. Disobeys rules or requests .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Disrupts ongoing activities .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e. Hard to understand what he or she is saying .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
f. Hits or fights with others .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
g. Keeps to herself or himself; tends to withdraw .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
h. Lacks confidence in learning new things or trying new activities .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
i. Is nervous, high-strung, or tense .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
j. Is very restless, fidgets all the time, can't sit still .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
k. Often seems sleepy or tired in class.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
l. Has temper tantrums or hot temper .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
m. Often seems unhappy, sad, or depressed.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
n. Worries about things for a long time.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

## **Section E. Preschool Learning Behavior Scale**

All instruments used in the ECLS-K are available on the web site with the exception of instruments that include items that are copyrighted. The learning behaviors scale used in the study is an adaptation of the Preschool Learning Behaviors Scale (PLBS) by McDermott, Green, Francis, and Stott 2000, published by Edumetric and Clinical Science. Permission to adapt the scale was obtained from Edumetric and Clinical Science. The agreement reached between Mathematica and Edumetric Clinical Science prohibits us from distributing the actual rating scales used in the ECLS-K to the public. Permission to use or adapt the PLBS for your specific needs must be obtained from Edumetric Clinical Science.

**Section F. Health and Developmental Conditions or Concerns**

**F1. Has any professional such as a doctor or other health or education professional mentioned this child having a developmental problem or delay, for example, any special need or disability, such as physical, emotional, language, hearing difficulty or other special need?**

**MARK ONLY ONE**

- 1 Yes
- 0 No → **GO TO F3**
- d Don't know

**F2. How did the doctor or other health or education professional describe this child's needs or disability?**

**MARK ALL THAT APPLY**

- 1 VISION IMPAIRMENT
- 2 BLINDNESS
- 3 HEARING IMPAIRMENT/HARD OF HEARING
- 4 DEAFNESS
- 5 MOTOR IMPAIRMENT
- 6 SPEECH IMPAIRMENT/DIFFICULTY COMMUNICATING
- 7 MENTAL RETARDATION
- 8 DEVELOPMENT DELAY
- 9 AUTISM OR PDD
- 10 BEHAVIOR PROBLEMS/HYPERACTIVITY/ ATTENTION DEFICIT (ADHD)
- 11 OPPOSITION DEFIANT DISORDER
- 12 OTHER (*Specify*)
- \_\_\_\_\_
- d Don't Know

**GO TO F5**

**F3. Since this child has enrolled in Head Start, has anyone reported concerns about (his/her) health or development?**

*Note: This item does not refer to normal health concerns (e.g., "she has a lot of colds"); it refers to the conditions listed in F4 below. The concerns may be identified by yourself, another staff member, a parent or anyone else.*

- 1 Yes
- 0 No → **GO TO F6 ON NEXT PAGE**
- d Don't know

**F4. To your knowledge, what areas of this child's health and development appear to be of concern?**

**MARK ALL THAT APPLY**

- 1 VISION IMPAIRMENT
- 2 BLINDNESS
- 3 HEARING IMPAIRMENT/HARD OF HEARING
- 4 DEAFNESS
- 5 MOTOR IMPAIRMENT
- 6 SPEECH IMPAIRMENT/DIFFICULTY COMMUNICATING
- 7 MENTAL RETARDATION
- 8 DEVELOPMENT DELAY
- 9 AUTISM OR PDD
- 10 BEHAVIOR PROBLEMS/HYPERACTIVITY/ ATTENTION DEFICIT (ADHD)
- 11 OPPOSITION DEFIANT DISORDER
- 12 OTHER (*Specify*)
- \_\_\_\_\_
- d Don't Know

**F5. What has been done so far to address the child's condition or the concerns about the child's health and development?**

*The definition of IFSP/IEP is as follows: "a written plan that describes goals for this child and the services [he/she] should receive."*

**MARK ALL THAT APPLY**

- 1  Discussions/plans are in progress
- 2  A specialist has been contacted
- 3  The child has been observed or evaluated
- 4  A meeting with the parents and the special needs team has been made
- 5  An individualized education plan (IEP) or an Individual Family Service Plan (IFSP) has been developed
- 6  Modifications or accommodations to the classroom or class activities have been made
- d  Don't Know

**F6 IS NOT ASKED IN FALL 2006**

**F6. About how often has this child missed a Head Start class during the past year?**

- 1  Never
- 2  1-5 days
- 3  6-10 days
- 4  11-20 days
- 5  More than 20 days

**Section G.**

**G1. Why did you choose to complete the paper questionnaire rather than complete the questionnaire on the Web?**

**MARK ALL THAT APPLY**

- 1  Did not have access to a computer
- 2  Computers were in use by others at the times I wanted to do the questionnaire
- 3 Started survey, but experienced technical problems such as...
  - 3a  Screen frozen
  - 3b  took too long to load the first page
  - 3c  Took too long to load subsequent pages
- 4 Tried to log into Web address, but an **error message** appeared...
  - 4a  "Invalid password"
  - 4b  "This page has expired"
  - 4c  "This website is busy, please try again later"
- 5  Computer screen too small to read questions, such as required too much scrolling—up or down, side to side
- 6  Unable to read the questions on the screen because of the color scheme on the computer
- 7  Chose to complete the paper questionnaire because it was readily available

**G2. What kind of help could we have given you to make it easier to complete this form on the web?**

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**Thank you for your participation in FACES!**



# Head Start Teacher Interview

*Fall 2006, Spring 2007, Spring 2008*

**NOTE: IF A QUESTION IS NOT DESIGNATED AS SPRING VERSION ONLY, THE QUESTION WILL BE ASKED IN THE FALL AND THE SPRING VERSION.**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection will be entered after clearance. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

## Head Start Teacher Interview Routing Explanations

Some Head Start teachers may teach more than one class with sampled Head Start children. If this is the case, the teacher will be asked questions about one class first and then at the end of the interview, the interview was programmed to ask certain questions on classroom practices about her second class. Any reference in this document to {SECOND} indicates questions that get asked a second time.

A spring Head Start teacher interview has the potential to be conducted with two types of respondents: 1) a respondent who completed the fall interview (the teacher was a “new respondent” in fall 2006) or 2) a spring “new respondent.” A spring new respondent means that either: 1) the teacher was not interviewed in fall 2006 and/or spring 2007, but the teacher is still teaching the same classroom she was teaching in the fall, 2) the teacher is new but teaching a classroom sampled already, or 3) there is a new classroom in the sample (because of child movement). An item or box that indicates “if respondent is new to the study” would mean spring rounds only ask it for new respondents; however, this information was asked in the fall and captured for those original respondents. Additionally, there are a few items that have notes for “New Spring Class” which refer to new classrooms in the sample (if it was a new respondent but a classroom already in the sample in a prior wave this item would not be asked).

## INTRODUCTION

Thank you for taking the time to let us speak with you today. This survey is part of a study of families and children's experiences with the Head Start program. We obtained permission from the director of the center to talk with you about your experiences in Head Start. We appreciate your time and effort in completing this survey.

Your participation in the study is voluntary and you may refuse to answer any questions you are not comfortable answering. Your answers will be completely confidential and will not be shared with parents or other staff in your center, or anybody else not working on this study. The survey will take about 20 minutes of your time to complete.

Do you have any questions before we begin?

PROGRAMMER NOTE FOR TEACHERS WITH SECOND CLASS: ASK QUESTIONS ABOUT FIRST CLASS FIRST AND THEN ASK QUESTIONS ABOUT SECOND CLASS AT THE END OF THE INTERVIEW.

SPRING SCREENER

(SECOND) (ASKED ONLY IF TEACHER WAS INTERVIEWED IN FALL 2006 OR SPRING 2007)

S1. **Our records indicate that we interviewed you for the FACES study last year in [FILL FROM SMS (Fall 2006/(and) Spring 2007)]. Is that correct?**

{All}

YES ..... 1 → GO TO A0-1

NO/DOES NOT RECALL ..... 0

DON'T KNOW ..... d

REFUSED ..... r

{tYesNo}

{IF S1 = 0, d, r}

S1a.

**Please give me your full name so that I can update my records.**

First name: \_\_\_\_\_

Middle name: \_\_\_\_\_

Last name: \_\_\_\_\_

S1b. **When did you become the teacher of this (ONE CLASS) classroom/(MORNING CLASS) morning class/(AFTERNOON CLASS) afternoon class)?**

DATETYPE

\_\_\_\_|\_\_\_\_| / \_\_\_\_|\_\_\_\_| / \_\_\_\_|\_\_\_\_|\_\_\_\_|  
MONTH DAY YEAR

DON'T KNOW ..... d

REFUSED ..... r

{ASKED ONLY IF NEW TEACHER ACCORDING TO SMS OR IF NEW TEACHER IN S1=0,d,r}  
 S1c. **According to our records you were not teaching the [NAME OF CLASS] (ONE CLASS) classroom/(MORNING CLASS) morning class/(AFTERNOON CLASS) afternoon class) last year [FILL FROM SMS (Fall 2006/(and) Spring 2007)] when we conducted the first interview, is that correct?**

- CORRECT—DID NOT TEACH CLASS  
 AT FIRST INTERVIEW ..... 1
- INCORRECT—SAME TEACHER AS  
 AT FIRST INTERVIEW ..... 0 → GO TO A01
- DON'T KNOW ..... d
- REFUSED..... r

{IF S1c = 1}

S1d. **Let me confirm that we have your name recorded correctly:**

**We have you listed as: [NAME OF NEW TEACHER TO BE FILLED FROM SMS OR FROM S1a]. Is this correct?**

- YES ..... 1 → GO TO S2
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED..... r

{IF S1d = 0,d,r}

S1e. **Could you please tell me how to spell your name?**

First name: \_\_\_\_\_

Middle name: \_\_\_\_\_

Last name: \_\_\_\_\_

(SECOND)

{IF S1b was not asked}

S2. **When did you become the teacher of this (ONE CLASS) classroom/(MORNING CLASS) this morning class/(AFTERNOON CLASS) this afternoon class)?**

DATE TYPE

|\_|\_| / |\_|\_| / |\_|\_|\_|\_|  
 MONTH DAY YEAR

- DON'T KNOW ..... d
- REFUSED..... r

(SECOND)  
IF S2 < 1965 OR > 2008

[SOFT S2] YEAR RESPONDENT BECAME TEACHER MAY BE TOO EARLY OR TOO LATE

**I may have mistyped something. I have entered [S2] as the year you became a teacher of this class.**

**Is that correct?**

(SECOND)

S3. **Before you became the teacher of (ONE CLASS) this classroom/(MORNING CLASS) this morning class/(AFTERNOON CLASS) this afternoon class), were you teaching in Head Start?**

YES .....	1	
NO .....	0	} → GO TO S6
DON'T KNOW .....	d	
REFUSED.....	r	

{tYesNo}

(SECOND)

{If S3 = 1}

S4. **Where were you teaching before you came to this (ONE CLASS) classroom/(MORNING CLASS) this morning class/(AFTERNOON CLASS) this afternoon class)? Were you teaching . . .**

CODE ONLY ONE

<b>in the same classroom as an assistant teacher,</b>	1
<b>in a different classroom at the same Head Start center,</b>	2
<b>at a different Head Start center operated by the same program,</b>	3
<b>at a Head Start center operated by a different program, or</b>	4
<b>somewhere else? (SPECIFY)</b>	5
<hr/>	
DON'T KNOW.....	d
REFUSED.....	r

{If S4 = 5}

S4Specify  
STRING[50]

**“Please tell me where you taught before coming to this classroom?”**

(SECOND)

{IFS4=2,3,4,5,d,r}

S5. **What was your position at the center or classroom you were in before coming to this classroom?**

- LEAD TEACHER ..... 1
- ASSISTANT TEACHER/TEACHER AIDE ..... 2
- PART-TIME SUBSTITUTE TEACHER..... 3
- VOLUNTEER..... 4
- COORDINATOR/SUPERVISOR  
(E.G., EDUCATIONAL COORDINATOR..... 5
- CENTER DIRECTOR ..... 6
- OTHER POSITION (SPECIFY)..... 7

\_\_\_\_\_

DON'T KNOW..... d

REFUSED..... r

{IF S5 = 7}

S5Specify

**“Please tell me what was your position at the center or classroom before coming to this classroom?”**

STRING[50]

GO TO A0-1

{IF S3 = 0, D, R}

(SECOND)

S6. Before you became the teacher of this class, were you working . . .

CODE ONE

at an early childhood education or child care center, ... 1

at a family-based child care setting (family day care), ... 2

in a state sponsored preK program, ..... 3

in a kindergarten classroom, ..... 4

in an elementary school classroom, ..... 5

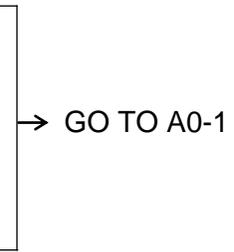
in a non-education setting, ..... 6

not working full-time, or ..... 7

somewhere else? (SPECIFY) ..... 8

\_\_\_\_\_  
DON'T KNOW ..... d

REFUSED ..... r



{IF S6 = 8}

S6Specify

**“Please tell me where were you working before coming to this classroom as a teacher?”**

STRING[50]

(SECOND)

{If S6 = 1, 3, 4,5}

S7. What was your position at the previous center or classroom?

LEAD TEACHER ..... 1

ASSISTANT TEACHER/TEACHER AIDE ..... 2

PART-TIME SUBSTITUTE TEACHER ..... 3

VOLUNTEER ..... 4

COORDINATOR/SUPERVISOR  
(E.G., EDUCATIONAL COORDINATOR) ..... 5

CENTER DIRECTOR ..... 6

OTHER POSITION (SPECIFY) ..... 7

\_\_\_\_\_  
DON'T KNOW ..... d

REFUSED ..... r

{IF S7 = 7}

S7Specify

**“Please tell me what was your position at the previous center or classroom?”**

STRING[50]

A. CLASSROOM ACTIVITIES

(SECOND) {ALL}

**First, I'd like to ask you some questions about your classroom activities and the children in (ONE CLASS) your classroom/(MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class).**

**IF TEACHER OF TWO CLASSES: After I have asked you about your morning class I will have a few further questions about your afternoon class.**

(SECONDO {ALL} {SOFT 1 ..20} {HARD 1 ..30}

**A0-1 How many children are enrolled in this class?**

|\_|\_| CHILDREN

DON'T KNOW..... d

REFUSED..... r

(SECOND)

{ALL}

{SOFT 1..5}

**A0-2 How many lead teachers are usually with this class?**

|\_|\_| LEAD TEACHERS

DON'T KNOW..... d

REFUSED..... r

(SECOND)

{ALL}

{SOFT 1..5}

**A0-3 And how many assistant teachers?**

|\_|\_| ASSISTANT TEACHERS

DON'T KNOW..... d

REFUSED..... r

(SECOND)

{ALL}

{SOFT 1..5}

A0-4 **And how many paid aides?**

\_\_\_\_ PAID AIDES

DON'T KNOW..... d

REFUSED..... r

(SECOND)

{All}

A1.



**We would like you to tell us how a *typical day* is spent in (ONE CLASS) your classroom/(MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class). Not including lunch or nap breaks, how much time do the children spend in the following kinds of activities?**

**How about (READ ITEM)? Would you say the children spend no time, half an hour or less, about one hour, about two hours, or three hours or more in (READ ITEM AGAIN)?**

	NO TIME	HALF HOUR OR LESS	ABOUT ONE HOUR	ABOUT TWO HOURS	THREE HOURS OR MORE	DON'T KNOW	REFUSED
a. <b>teacher-directed whole class activities</b> .....	1	2	3	4	5	d	r
b. <b>teacher-directed small group activities</b> .....	1	2	3	4	5	d	r
c. <b>teacher-directed individual activities</b> .....	1	2	3	4	5	d	r
d. <b>child-selected activities</b> .....	1	2	3	4	5	d	r

(SECOND)

A2. **How often do children in (ONE CLASS) your class/(MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class) do each of the following reading and language activities? Would you say children (READ ITEM) never, about once a month or less, two or three times a month, once or twice a week, three or four times a week, or every day?**



	NEVER	ONCE A MONTH OR LESS	TWO OR THREE TIMES A MONTH	ONCE OR TWICE A WEEK	THREE OR FOUR TIMES A WEEK	EVERY DAY	DON'T KNOW	REFUSED
a. work on learning the names of letters.....	1	2	3	4	5	6	d	r
b. practice writing the letters of the alphabet.....	1	2	3	4	5	6	d	r
c. discuss new words.....	1	2	3	4	5	6	d	r
d. dictate stories to a teacher, aide, or volunteer.....	1	2	3	4	5	6	d	r
e. work on phonics.....	1	2	3	4	5	6	d	r
f. listen to you read stories where they see the print (e.g., Big Books).....	1	2	3	4	5	6	d	r
g. listen to you read stories but they don't see the print.....	1	2	3	4	5	6	d	r
h. retell stories.....	1	2	3	4	5	6	d	r
i. learn about conventions of print (such as left to right orientation, book holding).....	1	2	3	4	5	6	d	r
j. write their own name.....	1	2	3	4	5	6	d	r
k. learn about rhyming words and word families.....	1	2	3	4	5	6	d	r
l. learn about common prepositions, such as over and under, up and down.....	1	2	3	4	5	6	d	r

(SECOND)

A3. **How often do children in (ONE CLASS) your classroom/(MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class do each of the following math activities? Would you say children (READ ITEM) never, about once a month or less, two or three times a month, once or twice a week, three or four times a week, or every day?**



	NEVER	ONCE A MONTH OR LESS	TWO OR THREE TIMES A MONTH	ONCE OR TWICE A WEEK	THREE OR FOUR TIMES A WEEK	EVERY DAY	DON'T KNOW	REFUSED
a. count out loud.....	1	2	3	4	5	6	d	r
b. work with geometric manipulatives (for example, parquetry blocks, or shape puzzles) .....	1	2	3	4	5	6	d	r
c. work with counting manipulatives (things for children to count) to learn basic operations (for example, adding or subtracting) .....	1	2	3	4	5	6	d	r
d. play math-related games .....	1	2	3	4	5	6	d	r
e. use music to understand math concepts.....	1	2	3	4	5	6	d	r
f. use creative movement or creative drama to understand math concepts .....	1	2	3	4	5	6	d	r
g. work with rulers, measuring cups, spoons, or other measuring instruments.....	1	2	3	4	5	6	d	r
h. engage in calendar-related activities .....	1	2	3	4	5	6	d	r
i. engage in activities related to telling time.....	1	2	3	4	5	6	d	r
j. engage in activities that involve shapes and patterns .....	1	2	3	4	5	6	d	r

(SECOND)

Next, I am going to ask you some questions about classroom instruction.

A4. **What languages are used for instruction in (ONE CLASS) your class/(MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class)?**

CODE ALL LANGUAGES NAMED. IF ANOTHER LANGUAGE OTHER THAN ENGLISH IS NAMED, ASK A5, ELSE GO TO A6.

IF ENGLISH IS ONLY LANGUAGE CODED (A4 = 1 AND NO OTHER LANGUAGE IS CODED), GO TO A6.

IF TEACHER SAYS THE CHILDREN RECEIVE LESSONS IN A LANGUAGE OTHER THAN ENGLISH ASK: **I am not asking about language lessons. We want to know if the children are taught in a language other than English.**

(SECOND)

A5. **Do you teach in [DISPLAY ONLY FIRST ONE OR TWO LANGUAGES, OTHER THAN ENGLISH, THAT ARE CODED (A4 = 2, 3, 4, 5, 6, 7)]?**

	A4. CODE ALL THAT APPLY	A5. CODE FIRST TWO MENTIONED		
	LANGUAGE USED	TEACH IN LANGUAGE	DON'T KNOW	REFUSED
ENGLISH .....	1	1	d	r
SPANISH .....	2	2	d	r
VIETNAMESE .....	3	3	d	r
CHINESE .....	4	4	d	r
JAPANESE .....	5	5	d	r
KOREAN.....	6	6	d	r
A FILIPINO LANGUAGE .....	7	7	d	r
OTHER LANGUAGE (SPECIFY) .....	8	8	d	r
OTHER LANGUAGE (SPECIFY) .....	9	9	d	r

{IF A4 = 8, 9}

A4Specify **“Please tell me what other languages are used for instruction in this classroom?”**

STRING[50]

**My next questions are about the curriculum you use in your classroom.**

{All}

**A6. Is a specific curriculum or combination of curricula used in your program?**

- YES, SPECIFIC CURRICULUM ..... 1
  - YES, COMBINATION ..... 2
  - NO CURRICULUM ..... 3
  - DON'T KNOW..... d
  - REFUSED..... r
- } → GO TO A18

{If A6 = 1, 2}

**A7. What do you use?**

PROBE: **Any others?**

CODE ALL CURRICULA NAMED. IF MORE THAN ONE CURRICULA IS NAMED, ASK A8, ELSE GO TO A9.

{If A6 = 1, 2 AND A7 HAS MORE THAN ONE RESPONSE CODED}

**A8. What is your main curriculum?**

	A7. CODE ALL THAT APPLY	A8. CODE ONLY ONE		
	CURRICULA	MAIN CURRICULUM	DON'T KNOW	REFUSED
CREATIVE CURRICULUM .....	11	11	d	r
HIGH/SCOPE .....	12	12	d	r
HIGH REACH .....	13	13	d	r
LET'S BEGIN WITH THE LETTER PEOPLE ..	14	14	d	r
MONTESSORI.....	15	15	d	r
BANK STREET .....	16	16	d	r
CREATING CHILD CENTERED CLASSROOMS – STEP BY STEP.....	17	17	d	r
SCHOLASTIC CURRICULUM .....	18	18	d	r
LOCALLY DESIGNED CURRICULUM .....	19	19	d	r
CURIOSITY CORNER-JOHN HOPKINS .....	20	20	d	r
OTHER (SPECIFY).....	21	21	d	r

{IF A8 = 21}

A8Specify **“Please tell me what is your main curriculum?”**

STRING[50]

{If A6 = 1, 2}

A9. **Have you received training in (IF A7 OR A8 = d, r, THEN DISPLAY [this curriculum])/ (IF A8 IS SKIPPED, USE RESPONSE FROM A7, ELSE FILL WITH A8)?**

YES ..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r

→ SPRING: GO TO A12  
 FALL: GO TO A17

{tYesNo}

{If A6 = 1, 2 AND A9 = 1}

A10. **How many hours of training in (IF A8 IS SKIPPED, USE RESPONSE FROM A7, ELSE FILL WITH A8) have you had in the past 12 months?**

0...299

NOTE: IF LESS THAN ONE HOUR, CODE AS 0.

|\_|\_|\_| HOURS

DON'T KNOW ..... d  
 REFUSED ..... r

{If A10 > 299}

[HARD A10] NUMBER OF HOURS IN TRAINING MAY BE TOO HIGH

**I may have mistyped something. I have entered [A10] as the number of hours of training you had in [MAIN CURRICULUM] in the past 12 months.**

**Is that correct?**

NOTE: IF R HAS NO TRAINING IN CURRICULUM, CHOOSE A9 AND CHANGE THAT ANSWER.

{If A6 = 1, 2 AND A9 = 1}

A11. **Listed on this card are the types of staff who typically provide training. Please tell me what type of staff provided you with the most training on (IF A7 OR A8 = d, r, THEN DISPLAY [this curriculum])/ (IF A8 IS SKIPPED, USE RESPONSE FROM A7, ELSE FILL WITH A8).**



INTERVIEWER NOTE: IF RESPONSE IS HEAD START STAFF, ASK: **From this Head Start or another Head Start program?**

CODE ONE ONLY

- STAFF FROM THIS HEAD START PROGRAM ..... 1
  - STAFF FROM ANOTHER HEAD START PROGRAM ..... 2
  - STAFF OR CONSULTANT(S) FROM CURRICULUM DEVELOPERS (E.G., HIGH SCOPE, TEACHING STRATEGIES, ETC.)..... 3
  - FACULTY FROM SCHOOL OF EDUCATION ..... 4
  - HEAD START REGIONAL OFFICE TRAINING AND TECHNICAL ASSISTANCE STAFF..... 5
  - OTHER (SPECIFY)..... 6
- 
- DON'T KNOW..... d
  - REFUSED..... r

{IF A11 = 6}  
A11Specify  
STRING[50]

**“Please tell me who provided the most training?”**

A12. SPRING VERSION ONLY

{If A6 = 1, 2}

A12. **Do you receive any ongoing support in how to use this curriculum?**

PROBE: **Did your program offer any help in using the curriculum?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW..... d
- REFUSED..... r



{tYesNo}

A13. SPRING VERSION ONLY

{If A6 = 1, 2 AND A12 = 1}

A13. Listed on this card are some types of support teachers have told us they receive.

Please tell us which types of support you have received to help you use (IF A7 OR A8= d, r, THEN DISPLAY [this curriculum])/ (IF A8 IS SKIPPED, USE RESPONSE FROM A7, ELSE FILL WITH A8).



PROBE: Any others?

CODE ALL THAT APPLY

- HELP UNDERSTANDING THE CURRICULUM..... 1
  - PROVIDE OPPORTUNITIES TO OBSERVE  
SOMEONE IMPLEMENTING THE CURRICULUM..... 2
  - REFRESHER TRAINING ON THE CURRICULUM..... 3
  - HELP IMPLEMENTING THE CURRICULUM..... 4
  - HELP PLANNING CURRICULUM-BASED ACTIVITIES ..... 5
  - HELP INDIVIDUALIZING THE CURRICULUM FOR  
CHILDREN ..... 6
  - HELP IDENTIFYING AND/OR RECEIVING  
ADDITIONAL RESOURCES TO EXPAND THE  
SCOPE OF THE CURRICULUM AND ACTIVITIES ..... 7
  - FEEDBACK ON IMPLEMENTING THE CURRICULUM..... 8
  - OTHER (SPECIFY)..... 9
- 
- DON'T KNOW..... d
  - REFUSED..... r

{IF A13 = 9}  
A13Specify  
STRING[100]

“Please tell me what kind of support you received?”

A14. SPRING VERSION ONLY

{If A6 = 1, 2 AND A12 = 1}

A14. **From whom did you receive support?**

PROBE: **Anyone else?**

CODE ALL THAT APPLY

- MENTOR OR MASTER TEACHER ..... 1
- OTHER HS TEACHERS IN PROGRAM ..... 2
- SUPERVISOR/EDUCATION COORDINATOR ..... 3
- STAFF FROM ANOTHER HEAD START PROGRAM ..... 4
- STAFF OR CONSULTANT(S) FROM CURRICULUM DEVELOPERS (E.G., HIGH SCOPE, TEACHING STRATEGIES, ETC.)..... 5
- FACULTY FROM SCHOOL OF EDUCATION ..... 6
- HEAD START REGIONAL OFFICE TRAINING AND TECHNICAL ASSISTANCE STAFF ..... 7
- OTHER (SPECIFY)..... 8

\_\_\_\_\_ DON'T KNOW..... d

REFUSED..... r

{IF A14 = 9}  
A14Specify  
STRING[50]

**“Please tell me from whom did you receive support?”**

A15. SPRING VERSION ONLY

{If A6 = 1, 2}

A15. **What are the strengths of (DISPLAY IF A7 OR A8 = d, r [main curriculum]/ELSE [main curriculum, that is (IF A8 IS SKIPPED, USE RESPONSE FROM A7, ELSE FILL WITH A8)]?**

PROBE: **Any others?**

CODE ALL THAT APPLY

- PROVIDES CLEAR GUIDANCE ON HOW TO PLAN LESSONS/UNITS ..... 1
  - HAS ADEQUATE LEARNING MATERIALS/ RESOURCES/EXAMPLES OF ACTIVITIES ..... 2
  - IS EASY TO USE AND ADAPT ..... 3
  - ADDRESSES MULTIPLE DOMAINS OF LEARNING (E.G., COGNITIVE, SOCIO-EMOTIONAL, PHYSICAL, ETC.)..... 4
  - ADDRESSES EARLY LITERACY AND/OR NUMERACY ..... 5
  - INVOLVES PARENTS AS PARTNERS IN CHILDREN’S LEARNING..... 6
  - PROVIDES ROOM FOR TEACHER CREATIVITY ..... 7
  - IS CULTURALLY SENSITIVE..... 8
  - IS DEVELOPMENTALLY-APPROPRIATE..... 9
  - PROVIDES INDIVIDUAL REPORTS ON CHILD ASSESSMENT FOR PARENTS ..... 10
  - PROVIDES GUIDANCE FROM CHILD ASSESSMENT TO PLAN FOR LEARNING ACTIVITIES..... 11
  - OTHER (SPECIFY)..... 12
- 
- DON’T KNOW..... d
  - REFUSED..... r

{IF A15 =12}  
A15Specify  
STRING[100]

**“Please tell me what are the strengths of your main curriculum?”**

A16. SPRING VERSION ONLY

A16. **What are the weaknesses or drawbacks of (IF A7 OR A8= d, r, THEN DISPLAY [this curriculum] ELSE DISPLAY [this curriculum, that is [FILL FROM A8]])?**

PROBE: **Any others?**

CODE ALL THAT APPLY

- DOES NOT PROVIDE CLEAR GUIDANCE ON HOW TO PLAN LESSONS/UNITS ..... 1
  - DOES NOT HAVE ADEQUATE LEARNING MATERIALS/RESOURCES/EXAMPLES OF ACTIVITIES ..... 2
  - NOT EASY TO USE AND ADAPT ..... 3
  - DOES NOT ADDRESS MULTIPLE DOMAINS OF LEARNING (E.G., COGNITIVE, SOCIO-EMOTIONAL, PHYSICAL, ETC.)..... 4
  - NOT ENOUGH INFORMATION ON EARLY LITERACY AND/OR NUMERACY ..... 5
  - DOES NOT INVOLVE PARENTS AS PARTNERS IN CHILDREN'S LEARNING..... 6
  - DOES NOT PROVIDE ROOM FOR TEACHER CREATIVITY ..... 7
  - NOT CULTURALLY SENSITIVE..... 8
  - NOT DEVELOPMENTALLY-APPROPRIATE ..... 9
  - DOES NOT PROVIDE INDIVIDUAL REPORTS ON CHILD ASSESSMENT FOR PARENTS..... 10
  - DOES NOT PROVIDE GUIDANCE FROM CHILD ASSESSMENT TO PLAN FOR LEARNING ACTIVITIES.... 11
  - OTHER (SPECIFY)..... 12
- 
- DON'T KNOW ..... d
  - REFUSED..... r

{IF A16 =12}  
A16Specify  
STRING[100]

**“Please tell me what are the weaknesses of your main curriculum?”**

{If A6 = 1, 2}

A17. **Do you have a copy of (IF A7 OR A8 = d, r, THEN DISPLAY [this curriculum])/ (IF A8 IS SKIPPED, USE RESPONSE FROM A7, ELSE FILL WITH A8)?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW..... d
- REFUSED..... r

{tYesNo}

A18. **In your center, who makes *most* of the decisions about the day-to-day instructional plans for children, such as the calendar or sequence of activities?**

CODE ONLY ONE

- HEAD START PROGRAM ADMINISTRATORS ..... 1
  - INDIVIDUAL CENTER DIRECTORS/MANAGERS ..... 2
  - CONTENT AREA SPECIALISTS/COORDINATORS ..... 3
  - INDIVIDUAL TEACHERS ..... 4
  - PARENTS..... 5
  - SOMEONE ELSE (SPECIFY) ..... 6
- 
- DON'T KNOW..... d
  - REFUSED..... r

{IF A18 = 6}

A18Specify

**“Please tell me who makes most of the decisions about instructional plan for children?”**

STRING[50]

A19. **Do you have a daily written plan for your classroom activities?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW..... d
- REFUSED..... r

{tYesNo}

{If A6 = 1, 2 AND A19 = 1}

A20. **How much do you use your (DISPLAY IF A7 OR A8 = d, r [main curriculum]/ ELSE[main curriculum, that is (IF A8 IS SKIPPED, USE RESPONSE FROM A7, ELSE FILL WITH A8)] in developing a daily written plan for classroom experiences? Would you say . . .**

- a great deal,..... 1**
- somewhat, ..... 2**
- a little bit, ..... 3**
- hardly at all, or ..... 4**
- not at all?..... 5**
- DON'T KNOW..... d**
- REFUSED..... r**

These next questions are about the primary assessment tool you use in your classroom.

NOTE: USE SHOW CARD IF NEEDED

{All}

A21. What is the main child assessment tool that you use?

IF RESPONSE IS ONLY THE NATIONAL REPORTING SYSTEM/NRS, ASK: **What is the main child assessment tool selected just for your program?**

IF DIFFICULTY NAMING: **Would you like to see a list of some assessment tools? You may be using one of these or something else.**



CODE ONE ONLY

- THE CREATIVE CURRICULUM DEVELOPMENTAL CONTINUUM ASSESSMENT TOOLKIT FOR AGES 3-5 ... 1
- HIGH/SCOPE CHILD OBSERVATION RECORD (COR).... 2
- GALILEO ..... 3
- AGES AND STAGES QUESTIONNAIRES: A PARENT-COMPLETED, CHILD-MONITORING SYSTEM..... 4
- DESIRED RESULTS DEVELOPMENTAL PROFILE (DRDP) ..... 5
- WORK SAMPLING SYSTEM FOR HEAD START ..... 6
- LEARNING ACCOMPLISHMENT PROFILE SCREENING (LAP INCLUDING E-LAP, LAP-R AND LAP-D)..... 7
- HAWAII EARLY LEARNING PROFILE (HELP)..... 8
- BRIGANCE PRESCHOOL SCREEN FOR THREE AND FOUR YEAR OLD CHILDREN ..... 9
- ASSESSMENT DESIGNED FOR THIS PROGRAM ..... 10
- THE HEAD START NATIONAL REPORTING SYSTEM (NRS) ..... 11
- OTHER (SPECIFY)..... 12

- 
- DO NOT USE A CHILD ASSESSMENT TOOL..... 13
  - DON'T KNOW..... d
  - REFUSED..... r

→ GO TO A26

{IF A21 = 12}  
A21Specify  
STRING[50]

**“Please tell me what is the main assessment tool you use.”**

{If A21 = 1, 2, 3, 4, 5, 6, 7, 8, 9 10, 11, 12}

A22. **What methods do you use for these assessments? Would you say . . .**

- ratings based on classroom observation or work sampling, .....** 1
  - testing with standardized tests or assessment instruments, or .....** 2
  - both observation-based ratings and direct assessment? .....** 3
  - OTHER (SPECIFY).....** 4
- 
- DON'T KNOW.....** d
  - REFUSED.....** r

{IF A22 = 4}

A22Specify  
STRING[150]

**“Please tell what methods do you use for these assessments?”**

{If A21 = 1, 2, 3, 4, 5, 6, 7, 8, 9 10, 11, 12}

A23. **How do you use the information from those assessments in planning for each child?**

CODE ALL THAT APPLY

- TO IDENTIFY CHILD'S DEVELOPMENTAL LEVEL.....** 1
  - TO INDIVIDUALIZE ACTIVITIES FOR CHILD .....** 2
  - TO DETERMINE IF CHILD NEEDS REFERRAL FOR SPECIAL SERVICES .....** 3
  - TO DETERMINE CHILD'S STRENGTHS AND WEAKNESSES .....** 4
  - TO IDENTIFY ACTIVITIES FOR PARENTS TO DO WITH THE CHILD AT HOME.....** 5
  - OTHER (SPECIFY).....** 6
- 
- DON'T KNOW.....** d
  - REFUSED.....** r

{IF A23 = 6}

A23Specify  
STRING[150]

**“Please tell me how do you use the information from those assessments in planning for each child?”**

MENTORING

A26. SPRING VERSION ONLY

A26. **Next, I have a few questions about mentoring. Is there someone who mentors you in your classroom, that is someone who observes your teaching on a regular basis and provides feedback, guidance, and training?**

- YES ..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED..... r
- } → GO TO A31

{tYesNo}

A27. SPRING VERSION ONLY

{If A26 = 1}

A27. **Who is the mentor that usually comes to your classroom?**

CODE ONLY ONE

- ANOTHER TEACHER ..... 1
  - EDUCATION COORDINATOR, SPECIALIST ..... 2
  - CENTER/PROGRAM DIRECTOR ..... 3
  - SOMEONE FROM OUTSIDE THE PROGRAM ..... 4
  - OTHER (SPECIFY)..... 5
- 
- DON'T KNOW..... d
  - REFUSED..... r

{IF A27 = 5}

A27Specify  
STRING[50]

**“Please tell me who is the mentor that usually comes to your classroom?”**

A28. SPRING VERSION ONLY

{If A26 = 1}

A28. **In the past year, did your mentor come for a concentrated visit that . . .**

NOTE: IF LESS THAN A DAY, CODE 0.

- lasted an entire week,**..... 1
- lasted an entire month or,** ..... 2
- was the visit for a day or two at a time?**..... 3
- NO CONCENTRATED VISIT-LESS THAN A DAY..... 0
- DON'T KNOW..... d
- REFUSED..... r

A29. SPRING VERSION ONLY

{If A26 = 1 }

A29. **How often does your mentor come to your classroom? Would you say . . .**

- once a week or more,..... 1
- once every two weeks, ..... 2
- once a month, or ..... 3
- less than once a month? ..... 4
- DON'T KNOW..... d
- REFUSED..... r

A30. SPRING VERSION ONLY

{If A26 =1}

A30. **Have you been to observe your mentor in her or his classroom or gone with your mentor to another classroom?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW..... d
- REFUSED..... r

{tYesNo}

A31. SPRING VERSION ONLY

A31. **Have you acted as a mentor for other Head Start teachers or teacher trainees?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW..... d
- REFUSED..... r

{tYesNo}

A32. SPRING VERSION ONLY

A32. **Have you participated in training or Technical Assistance sessions with staff from the regional T/TA contractor (regional TA specialists, TA content specialists, or other TA contractor staff)?**

NOTE: TRAINING AND TECHNICAL ASSISTANCE (T/TA) IS PROVIDED BY REGIONAL CONTRACTORS.

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

{tYesNo}

CHILDREN IN THE CLASSROOM

**The next questions are about the children in your classroom.**

(SECOND)

A33. SPRING VERSION ONLY

A33. **On an average day, how many children are absent from (ONE CLASS) this class/(MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class)? Would you say . . .**

- none,**..... 1
- one or two,**..... 2
- three or four,** ..... 3
- five or six, or** ..... 4
- seven or more?** ..... 5
- DON'T KNOW ..... d
- REFUSED ..... r

A34. SPRING VERSION ONLY

(SECOND)

A34. **About how many children are chronically absent from (ONE CLASS) this class/(MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class)? Would you say . . .**

- none,..... 1
- one or two,..... 2
- three or four, or ..... 3
- five or more? ..... 4
- DON'T KNOW..... d
- REFUSED..... r

(SECOND)

{All}

A35. **At this point in the Head Start year, how would you rate the behavior of children in (ONE CLASS) this class/(MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class) your class? Would you say . . .**

CODE ONLY ONE

- the group misbehaves very frequently and is almost always difficult to handle, ..... 1**
- the group misbehaves frequently and is often difficult to handle, ..... 2**
- the group misbehaves occasionally, ..... 3**
- the group behaves well, or ..... 4**
- the group behaves exceptionally well? ..... 5**
- DON'T KNOW..... d
- REFUSED..... r

A36. FALL OR NEW SPRING CLASS

(SECOND)

A36. We would like to know about equipment that is available to you. For each type I read please tell me if it is available in (ONE CLASS) your classroom/(MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class), in another part of the center, or not available

NOTE: IF AVAILABLE IN BOTH CLASS AND CENTER, CODE IN CLASS.

	IN CLASS	IN CENTER	NOT AVAILABLE	DON'T KNOW	REFUSED
a. a television? .....	1	2	3	d	r
b. a computer for children to use?	1	2	3	d	r
c. a computer for you to use? .....	1	2	3	d	r
d. a DVD or videotape player? .....	1	2	3	d	r

A37. SPRING VERSION ONLY

(SECOND)

A37. Think for a moment about a typical week in your classroom during the last month. About how many hours in that week did the children in (ONE CLASS) your classroom/(MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class spend [FILL a-e]. Less than 1 hour, 1-2 hours, 3-4 hours, 5-9 hours, or 10 or more hours?

PROBE: Your best guess is fine.

NOTE: IF TEACHER SAYS THERE ARE NO TELEVISIONS OR COMPUTERS IN THE CLASSROOM, CODE "LESS THAN 1 HOUR."

	LESS THAN 1 HOUR	1-2 HOURS	3-4 HOURS	5-9 HOURS	10 OR MORE HOURS	DON'T KNOW	REFUSED
a. watching television programs? ..	1	2	3	4	5	d	r
b. watching movies, videos, or DVDs? .....	1	2	3	4	5	d	r
c. playing games on computers? ...	1	2	3	4	5	d	r
d. playing video games? .....	1	2	3	4	5	d	r
e. using a computer for other purposes? .....	1	2	3	4	5	d	r

A38. SPRING ONLY

(SECOND)

A38. **Do the children in (ONE CLASS) your class/(MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class have an outdoor playground they can use during the day?**

YES ..... 1

NO ..... 0

DON'T KNOW..... d

REFUSED..... r

{tYesNo}

A38A. SPRING ONLY

(SECOND)

A38A. **Think for a moment about a typical day in your program during the last month. On a typical day, about how many minutes per day do the children in (ONE CLASS) your class/(MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class play outside?**

0..180

|\_|\_|\_| MINUTES PER DAY

DON'T KNOW..... d

REFUSED..... r

IFA38A > 180

[SOFT A38A] NUMBER OF MINUTES OUTSIDE MAY BE TOO HIGH

**I may have mistyped something. I have entered [A38A] as the number of minutes per day the children have spent outside on a typical day during the past month.**

**Is that correct?**

(SECOND)

**My next questions are about drinks served to your class.**

A39. **Are any drinks served during the day in (ONE CLASS) your class/(MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class for lunch or snack?**

YES ..... 1

NO ..... 0

DON'T KNOW..... d

REFUSED..... r

→ GO TO A42

(SECOND)

{If A39 = 1}

A40. During the past 7 days, how many times did the children in (ONE CLASS) your class/(MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class drink 100% fruit juices such as orange juice, apple juice, or grape juice? Do not count punch, Sunny Delight, Kool-Aid, sports drinks, or other fruit-flavored drinks. Was it . . .



- four or more times a day, ..... 1
- two to three times a day, ..... 2
- once a day, ..... 3
- almost every day, ..... 4
- 1 to 3 times during the past 7 days, or ..... 5
- they did not drink these beverages? ..... 6
- DON'T KNOW ..... d
- REFUSED ..... r

(SECOND)

{If A39 = 1}

A41. During the past 7 days, how many times did the children in (ONE CLASS) your class/(MORNING CLASS) your morning class/(AFTERNOON CLASS) your afternoon class drink Soda pop (for example, Coke, Pepsi, or Mountain Dew), sports drinks (for example, Gatorade), or fruit drinks that are not 100% fruit juice (for example, Kool-Aid, Sunny Delight, Hi-C, Fruitopia, or Fruitworks)? Was it . . .



- four or more times a day, ..... 1
- two to three times a day, ..... 2
- once a day, ..... 3
- almost every day, ..... 4
- 1 to 3 times during the past 7 days, or ..... 5
- they did not drink these beverages? ..... 6
- DON'T KNOW ..... d
- REFUSED ..... r

A42. SPRING VERSION ONLY

A42. **Now, I would like to ask you a few questions about special needs children in your class(es). What do you do when you first suspect a child might have a special need?**

PROBE: **Anything else?**

CODE ALL THAT APPLY

- DOCUMENT CONCERN ON A SPECIAL REPORT FORM ..... 1
  - NOTIFY YOUR PROGRAM DIRECTOR/DISABILITIES COORDINATOR/EDUCATION COORDINATOR..... 2
  - ARRANGE FOR A LOCAL SPECIALIST TO OBSERVE AND EVALUATE..... 3
  - ARRANGE A CONFERENCE WITH PARENTS TO SHARE THE INFORMATION AND CONCERNS ..... 4
  - PARTICIPATE IN DEVELOPING AN INDIVIDUAL EDUCATION PLAN (IEP) OR SIMILAR PLAN ..... 5
  - MONITOR AND RECORD THE CHILD'S PROGRESS AND ACTIVITIES ACCORDING TO THE IEP..... 6
  - OTHER (SPECIFY)..... 7
- 
- DON'T KNOW ..... d
  - REFUSED ..... r

{IF A42 = 5}

A42Specify

**“Please tell me what do you do when you suspect a child might have a special need?”**

STRING[150]

A43. SPRING VERSION ONLY

A43. **When a special education specialist sees a child, what kind of feedback does the specialist provide you with?**

CODE ONLY ONE

- WRITTEN REPORT DESCRIBING CHILD'S SPECIFIC NEEDS ..... 1
  - ORAL ADVICE ONLY ..... 2
  - BOTH WRITTEN REPORTS AND ORAL ADVICE ..... 3
  - OTHER (SPECIFY)..... 4
- 
- DON'T KNOW ..... d
  - REFUSED..... r

{IF A43 = 3}  
A43Specify

**“Please tell me what kind of feedback do you receive from the education specialist when she sees a child?”**

STRING[100]

A44. SPRING VERSION ONLY

A44. **How often do you meet with the parents to discuss the progress or status of a child with special needs?**

CODE ONLY ONE

- NEVER ..... 0
- NO CHILDREN WITH SPECIAL NEEDS IN CLASS ..... 1
- ONCE EVERY 6 MONTHS OR MORE ..... 2
- ONCE EVERY 2 TO 6 MONTHS ..... 3
- ONCE A MONTH ..... 4
- MORE THAN ONCE A MONTH ..... 5
- DON'T KNOW ..... d
- REFUSED..... r

A45. SPRING VERSION ONLY

A45. Now, I'd like to ask you some questions about meeting with the parents of the children in your classroom. Which of the following do you do in meeting individually with parents of all children in your classroom, *not just those with special needs*? Do you . . .

	YES	NO	DON'T KNOW	REFUSED
a. keep a schedule of regular parent-teacher conferences? .....	1	0	d	r
b. schedule parent-teacher conferences to follow your own review of the child's progress? .....	1	0	d	r
c. schedule parent-teacher conferences at least 2 times a year? .....	1	0	d	r
d. keep written notes on information from the parent-teacher conference? .....	1	0	d	r

## B. TEACHER EXPERIENCES

Now, let's talk about your experiences as a teacher.

B1. SPRING VERSION ONLY

B1. **On average, how many days does it usually take you to respond to a parent's note or telephone call?**

NOTE: IF LESS THAN ONE DAY CODE 1.

0..14

|\_|\_| NUMBER OF DAYS

DON'T KNOW..... d

REFUSED..... r

IFB1 > 14

[SOFT B1] NUMBER OF DAYS TO RESPOND MAY BE TOO HIGH

**I may have mistyped something. I have entered [B1] as the number of day it usually takes you to respond to a parent's note or call.**

**Is that correct?**

B2. SPRING VERSION ONLY

B2. **On average, how many times this school year did you conduct a home visit to a family?**

0..12

|\_|\_| NUMBER OF VISITS

DON'T KNOW..... d

REFUSED..... r

IFB2 > 1

[SOFT B2] NUMBER OF HOME VISITS CONDUCTED PER FAMILY MAY BE TOO HIGH

**I may have mistyped something. I have entered [B2] as the number of home visits you conduct to a family in a school year.**

**Is that correct?**

**B3. Please tell me how much you agree with each of the following statements about teaching. Tell me whether you strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree.**

SHOW CARD
--------------

STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW	REFUSED
----------------------	----------	----------------------------------	-------	-------------------	---------------	---------

(USE RESPONSE CARD)

**a. I really enjoy my present teaching job.....**

1            2            3            4            5            d            r

**b. I am certain I am making a difference in the lives of the children I teach. ....**

1            2            3            4            5            d            r

**c. If I could start over, I would choose teaching again as my career.....**

1            2            3            4            5            d            r

B4. SPRING VERSION ONLY

B4. The next questions are about the policies and procedures in your program. Remember, all your responses are confidential. Now, please tell me the extent to which you agree with each of the following statements. Tell me whether you strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree. For this question, “teachers” refers to both teachers and teacher assistants.

Your Head Start Program . . .



	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW	REFUSED
a. helps teachers feel good about their jobs? .....	1	2	3	4	5	d	r
b. promotes teamwork among teachers? .....	1	2	3	4	5	d	r
c. helps teachers feel that they are part of a team? .....	1	2	3	4	5	d	r
d. ensures that teachers do not feel isolated? .....	1	2	3	4	5	d	r
e. provides enough assistance to teachers in the classroom? .....	1	2	3	4	5	d	r
f. provides orientation to new teachers? .....	1	2	3	4	5	d	r
g. helps new teachers adjust to the classroom? .....	1	2	3	4	5	d	r
h. knows what teachers deal with in the classroom? .....	1	2	3	4	5	d	r
i. has timely delivery of materials for use in classrooms? .....	1	2	3	4	5	d	r
j. provides opportunities for teachers to identify their strengths and weakness? ..	1	2	3	4	5	d	r
k. provides an atmosphere that is free from destructive gossip? .....	1	2	3	4	5	d	r
l. provides freedom for teachers to create their own unique classrooms? ...	1	2	3	4	5	d	r
m. has clear guidelines for ordering classroom materials efficiently .....	1	2	3	4	5	d	r

B5. How likely are you to continue working for Head Start through the next Head Start year (through 2007-2008/2008-2009)? Would you say you are . . .

- very likely, ..... 1
- somewhat likely, ..... 2
- somewhat unlikely, or..... 3
- very unlikely? ..... 4
- DON'T KNOW..... d
- REFUSED..... r

VERSION BOX B6

IF RESPONDENT IS NEW TO THE STUDY (OR WAS NOT INTERVIEWED IN FALL 2006 OR SPRING 2007) (S1=0,d,r OR S1c = 1), ASK B6, OTHERWISE GO TO VERSION BOX B7.

B6. I'm going to read some statements that some teachers have made about how children in Head Start should be taught and managed. Remember all your responses are confidential. Please tell me whether each statement agrees or disagrees with your personal beliefs about good teaching practice in Head Start.

(READ ITEM) Do you strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree with that statement?

SHOW CARD

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW	REFUSED
a. Head Start classroom activities should be responsive to individual differences in development. ....	1	2	3	4	5	d	r
b. Each curriculum area should be taught as a separate subject at separate times. ....	1	2	3	4	5	d	r
c. Children should be allowed to select many of their own activities from a variety of learning areas that the teacher has prepared (writing, science center, etc.). ....	1	2	3	4	5	d	r
d. Children should be allowed to cut their own shapes, perform their own steps in an experiment, and plan their own creative drama, art, and writing activities. ....	1	2	3	4	5	d	r

B6. (continued)

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW	REFUSED
e. Children should work silently and alone on seatwork. ....	1	2	3	4	5	d	r
f. Children in Head Start classrooms should learn through active explorations. ....	1	2	3	4	5	d	r
g. Head Start teachers should use treats, stickers, or stars to encourage appropriate behavior. ....	1	2	3	4	5	d	r
h. Head Start teachers should use punishments or reprimands to encourage appropriate behavior. ....	1	2	3	4	5	d	r
i. Children should be involved in establishing rules for the classroom. ....	1	2	3	4	5	d	r
j. Children should be instructed in recognizing the single letters of the alphabet, isolated from words. ....	1	2	3	4	5	d	r
k. Children should learn to color within predefined lines. ....	1	2	3	4	5	d	r
l. Children in Head Start classrooms should learn to form letters correctly on a printed page. ....	1	2	3	4	5	d	r
m. Children should dictate stories to the teacher. ....	1	2	3	4	5	d	r
n. Children should know their letter sounds before they learn to read. ....	1	2	3	4	5	d	r
o. Children should form letters correctly before they are allowed to create a story. ....	1	2	3	4	5	d	r

VERSION BOX B7

IF RESPONDENT IS NEW TO THE STUDY (OR WAS NOT INTERVIEWED IN FALL 2006 OR SPRING 2007) (S1=0,d,r OR S1c = 1), GO TO C1, OTHERWISE ASK B7.

B7. SPRING VERSION ONLY

{S1=1 or S1c=0,d,r}

B7. **Since our interview with you last year, have you received a degree, certificate, or license?**

- |                  |   |              |
|------------------|---|--------------|
| YES .....        | 1 | } → GO TO C1 |
| NO .....         | 0 |              |
| DON'T KNOW ..... | d |              |
| REFUSED.....     | r |              |

{tYesNo}

B8. SPRING VERSION ONLY

{If B7 = 1}

B8. **What type of degree, certificate, or license did you receive?**

CODE ONLY ONE

- |   |   |
|---|---|
| CHILD DEVELOPMENT ASSOCIATE (CDA)<br>DEGREE PROGRAM ..... | 1 |
| TEACHING CERTIFICATE .....                                | 2 |
| SPECIAL EDUCATION TEACHING DEGREE.....                    | 3 |
| BACHELOR'S DEGREE .....                                   | 4 |
| GRADUATE DEGREE (MASTER'S, PH.D., OR ED.D.).....          | 5 |
| OTHER (SPECIFY).....                                      | 6 |
| <hr/>   |   |
| ASSOCIATE'S DEGREE .....                                  | 7 |
| DON'T KNOW .....  | d |
| REFUSED.....  | r |

{If B8 = 6}

B8Specify  
STRING[50]

**“Please tell me what type of degree, certificate, or license did you receive?”**

## C. YOUR FEELINGS

The next questions are about how you have felt about yourself and your life in the past week. There are no right or wrong answers.

C1. I am going to read a list of ways you may have felt or behaved. Please tell me how often you have felt this way during the *past week*.

During the past week you have felt (READ ITEM). Have you felt this way: rarely or never, some or a little, occasionally or a moderate amount of time, or most or all of the time? . . .

SHOW CARD
--------------

	RARELY OR NEVER	SOME OR A LITTLE	OCCASIONALLY OR MODERATELY	MOST OR ALL OF THE TIME	DON'T KNOW	REFUSED
a. bothered by things that usually don't bother you? .....	1	2	3	4	d	r
b. you did not feel like eating, your appetite was poor?.....	1	2	3	4	d	r
c. that you could not shake off the blues, even with help from your family and friends?	1	2	3	4	d	r
d. you had trouble keeping your mind on what you were doing?.....	1	2	3	4	d	r
e. depressed?.....	1	2	3	4	d	r
f. that everything you did was an effort? .....	1	2	3	4	d	r
g. fearful? .....	1	2	3	4	d	r
h. your sleep was restless?.....	1	2	3	4	d	r
i. you talked less than usual? ...	1	2	3	4	d	r
j. lonely? .....	1	2	3	4	d	r
k. sad? .....	1	2	3	4	d	r
l. you could not get "going"?....	1	2	3	4	d	r

VERSION BOX D

IF RESPONDENT IS NEW TO THE STUDY (OR WAS NOT INTERVIEWED IN FALL 2006 OR SPRING 2007) (S1=0,d,r OR S1c = 1), CONTINUE TO D1, OTHERWISE GO TO D24.

Those are all the questions I have. Thank you for your participation!

D. BACKGROUND INFORMATION

Finally, I'd like to ask some questions about you.

{IF SPRING: S1=0,d,r OR S1c=1}

D1. In total, how many years have you been teaching (including all grades and preschool)?

0..50

|\_|\_| NUMBER OF YEARS

DON'T KNOW..... d

REFUSED..... r

{IFD1 > 50}

[SOFT D1] NUMBER OF YEARS TEACHING MAY BE TOO HIGH

I may have mistyped something. I have entered [D1] as the number of years you have been teaching all grades.

Is that correct?

D2. How many of those years have you been teaching Head Start or Early Head Start (as either lead or assistant teacher)?

0..30

|\_|\_| NUMBER OF YEARS

DON'T KNOW..... d

REFUSED..... r

{IFD2 > 30}

[SOFT D2] NUMBER OF YEARS TEACHING HEAD START MAY BE TO HIGH

I may have mistyped something. I have entered [D2] as the number of years you have been teaching Head Start.

Is that correct?

D2A. In what month and year did you start working for this Head Start program?

|\_|\_| MONTH |\_|\_|\_|\_| YEAR

DON'T KNOW ..... d

REFUSED ..... r

{Month 1-12}

{Year 1965-2007}

D3. Do you have any children living in your household who attend Head Start now?

YES ..... 1

NO ..... 0

DON'T KNOW ..... d

REFUSED ..... r

{tYesNo}

{IF D3=0,d,r}

D4. Did any child who lived in your household in the past attend Head Start?

YES ..... 1

NO ..... 0

DON'T KNOW ..... d

REFUSED ..... r

{tYesNo}

D5. **What is the highest grade or year of school that you completed?**

	<u>CODE ONE ONLY</u>	
UP TO 8TH GRADE .....	1	} → GO TO D11
9TH TO 11TH GRADE.....	2	
12TH GRADE BUT NO DIPLOMA .....	3	
HIGH SCHOOL DIPLOMA/EQUIVALENT.....	4	
VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA .....	5	
VOC/TECH DIPLOMA AFTER HIGH SCHOOL .....	6	
SOME COLLEGE BUT NO DEGREE .....	7	→ GO TO D7
ASSOCIATE’S DEGREE .....	8	} → GO TO D6
BACHELOR’S DEGREE .....	9	
GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE .....	10	
MASTER’S DEGREE (MA, MS).....	11	
DOCTORATE DEGREE (PH.D., ED.D.) .....	12	
PROFESSIONAL DEGREE AFTER BACHELOR’S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.) .....	13	
DON’T KNOW.....	d	} → GO TO D11
REFUSED.....	r	

{IF D5 = 8, 9, 10, 11, 12, 13}

D6. **In what field did you obtain your highest degree?**

CHILD DEVELOPMENT OR DEVELOPMENTAL PSYCHOLOGY.....	1
EARLY CHILDHOOD EDUCATION.....	2
ELEMENTARY EDUCATION.....	3
SPECIAL EDUCATION.....	4
OTHER FIELD (SPECIFY).....	5
<hr/>	
DON’T KNOW.....	d
REFUSED.....	r

{IF D6 = 5}  
D6Specify  
STRING[50]

**“Please tell me in what field did you obtain your highest degree?”**

D7. **Did your schooling include 6 or more college courses in early childhood education or child development?**

YES ..... 1 → GO TO D9  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

{tYesNo}

{If D7 = 0, d, r}

D8. **Have you completed 6 or more college courses in early childhood education or child development since you finished your degree?**

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

{tYesNo}

CHECK BOX: DID RESPONDENT ATTEND COLLEGE (D5 EQUALS 7, 8, 9, 10, 11, 12, 13)?

YES ..... 1 → ASK D9  
NO ..... 0 → GO TO D11

D9. **What is the name of the college or university (you attended/where you completed your highest degree)?**

INTERVIEWER NOTE: IF THE NAME OF THE COLLEGE IS NOT LISTED, ENTER "OTHER" HERE.

\_\_\_\_\_  
NAME OF COLLEGE/UNIVERSITY

DON'T KNOW..... d

REFUSED..... r

{IF D9 = "OTHER"}

D9Specify "PLEASE SPECIFY THE NAME OF THE COLLEGE OR UNIVERSITY"  
STRING[50]

{If D5 = 7, 8, 9, 10, 11, 12, 13}

D10. **In what city and state is the (college/university) located?**

CITY: \_\_\_\_\_

STATE: \_\_\_\_\_

DON'T KNOW..... d

REFUSED..... r

USE GET ADDRESS TO OBTAIN AN ADDRESS

D11. **Do you have a Child Development Associate (CDA) credential?**

YES ..... 1

NO ..... 0

DON'T KNOW..... d

REFUSED..... r

{tYesNo}

D12. **Do you have a state-awarded preschool certificate?**

YES ..... 1

NO ..... 0

DON'T KNOW..... d

REFUSED..... r

{tYesNo}

D13. **Do you have a teaching certificate or license?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

{tYesNo}

D14. **Including post-secondary school degrees, graduate degrees, etc., are you currently enrolled in any additional teacher-related training or education?**

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r



{D14=1}

D15. **What kind of training or education program are you enrolled in?**

CODE ONE ONLY

- CHILD DEVELOPMENT ASSOCIATE (CDA)  
DEGREE PROGRAM ..... 1
- TEACHING CERTIFICATE PROGRAM ..... 2
- SPECIAL EDUCATION TEACHING DEGREE  
PROGRAM ..... 3
- BACHELOR'S DEGREE PROGRAM ..... 4
- GRADUATE DEGREE PROGRAM  
(MASTER'S OR PH.D. OR ED.D.) ..... 5
- OTHER (SPECIFY) ..... 6

---

- ASSOCIATE'S DEGREE PROGRAM ..... 7
- DON'T KNOW ..... d
- REFUSED ..... r

{If D15 = 5}

D15Specify

**“Please tell me what kind of training or education program you are enrolled in?”**

STRING[50]

D16. Which of the following benefits are available to you through Head Start?

	YES	NO	DON'T KNOW	REFUSED
a. Paid vacation time? .....	1	0	d	r
b. Paid sick leave? .....	1	0	d	r
c. Paid (maternity/paternity) leave? .....	1	0	d	r
d. Unpaid (maternity/paternity) leave? .....	1	0	d	r
e. Paid family leave? .....	1	0	d	r
f. Fully or partially paid health insurance? .....	1	0	d	r
g. Fully or partially paid dental insurance? .....	1	0	d	r
h. Tuition reimbursement? .....	1	0	d	r
i. Retirement plan? .....	1	0	d	r

D17. What is your total annual salary (before taxes) as a teacher for the current school year?

{tDollar {(0-9999999)}

\$ |\_\_|\_\_|\_\_|,|\_\_|\_\_|\_\_| PER YEAR

DON'T KNOW..... d

REFUSED..... r

D18. How many hours per week does this salary cover (not including overtime)?

0..40

|\_\_|\_\_| HOURS AND |\_\_|\_\_| MINUTES PER WEEK

DON'T KNOW..... d

REFUSED..... r

{If D18 > 40}

SOFT D18] HOURS PER WEEK SALARY COVERS MAY BE TO HIGH

I may have mistyped something. I have entered [D18] as the number of hour per week your salary covers.

Is that correct?

D19. CODE GENDER OF RESPONDENT WITHOUT ASKING

- MALE..... 1
- FEMALE ..... 2

D20. In what year were you born?

40..88

19 |\_\_|\_\_| YEAR

- DON'T KNOW..... d
- REFUSED..... r

{If D20 < 20 OR > 88}

[SOFT D20] YEAR BORN MAY BE TOO LOW OR TOO HIGH

I may have mistyped something. I have entered [D20] as the year you were born.

Is that correct?

D21. Are you of Spanish, Hispanic, or Latino origin?

- YES ..... 1
- NO ..... 0
- DON'T KNOW..... d
- REFUSED..... r

→ GO TO D23

{tYesNo}

{IF D21 = 1}

D22. Which one of these best describes you . . .

- Mexican, Mexican American, Chicano,..... 1
  - Puerto Rican,..... 2
  - Cuban, or ..... 3
  - another Spanish/Hispanic/Latino group? (SPECIFY).... 4
- 
- DON'T KNOW..... d
  - REFUSED..... r

D23. What is your race? You may name more than one if you like.

	<u>CODE ALL THAT ARE MENTIONED</u>
WHITE .....	11
BLACK OR AFRICAN AMERICAN .....	12
AMERICAN INDIAN OR ALASKA NATIVE (SPECIFY).....	13
<hr/>	
ASIAN INDIAN.....	14
CHINESE.....	15
FILIPINO.....	16
JAPANESE .....	17
KOREAN .....	18
VIETNAMESE.....	19
ASIAN (NOT FURTHER SPECIFIED).....	20
NATIVE HAWAIIAN .....	21
GUAMANIAN OR CHAMORRO.....	22
SAMOAN.....	23
OTHER PACIFIC ISLANDER (SPECIFY) .....	24
<hr/>	
ANOTHER RACE .....	25
DON'T KNOW.....	d
REFUSED.....	r

{IF D23 = 13, 24, 25}  
D23Specify "Please tell me what is your race?"  
STRING[50]

D24. **Finally, what two things do you think your class does really well for children and their families?** ASK TO CHOOSE ONLY TWO.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

DON'T KNOW..... d

REFUSED..... r

D25. SPRING VERSION ONLY

D25. **If you could change one thing (including staff, administration, classroom practices, and facilities) that you think would significantly improve the services you are providing, what would it be?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DON'T KNOW..... d

REFUSED..... r

**Those are all the questions I have. Thank you for your participation!**

TRANSITION: **Now I want to ask some questions about your second class, that is the [FILL SECOND CLASSROOM] classroom.**

PROBE: **I will ask a smaller number of questions about the second class.**

PROGRAMMER: REPEAT QUESTIONS WITH UNIVERSE STATEMENT {SECOND} IF TEACHER HAS A SECOND CLASS.

**Thank you for your participation!**

## Head Start Family and Child Experiences Survey

### *Program Director Interview*

*Fall 2006*



Label: Director ID:

Interviewer ID:

Interview Date: //  
Month Day Year

Interview Start Time: : AM .....1 Interview End Time: : AM .....1  
PM .....2 PM .....2

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection will be entered after clearance. The time required to complete this information collection is estimated to average 25 minutes per respondent, including the time to review instructions, gather the data needed, and complete and review the information collected.

Thank you for agreeing to participate in FACES 2006. I have a few questions for you to help us understand your program better. This interview will only take about 15 more minutes of your time.

Of course, your participation in this part of the interview is voluntary, and you may refuse to answer any questions. You may stop me at any time, and you may go back to earlier questions to change your answers. Your responses are confidential and will not be reported to the Head Start Bureau or in any of our reports except as aggregate numbers.

My questions will be about teacher education and staff training, curriculum and assessment, and then a few questions about you.

Do you have any questions before we start?

NOTE: YOU MAY COLLECT ALL SECTIONS **EXCEPT SECTION I** FROM SOMEONE THE DIRECTOR DESIGNATES. THE DIRECTOR **MUST** ANSWER SECTION I HIMSELF OR HERSELF.

## CONTENTS

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## B. TEACHER EDUCATION INITIATIVES AND STAFF TRAINING

My first questions are about efforts to promote teacher education and training.

B1. Does your program have any efforts in place to help teachers and assistant teachers get their CDA's?

YES..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r

B2. Does your program have any efforts in place to help teachers and assistant teachers get their Associate's (AA) or Bachelor's (BA) degrees?

YES..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r

} → GO TO B4

B3. What are you doing to help teachers and assistant teachers get their AA or BA degrees? Are you . . .

	YES	NO	DON'T KNOW	REFUSED
a. providing tuition assistance? .....	1	0	d	r
b. giving teachers release time?.....	1	0	d	r
c. providing assistance for course books? .....	1	0	d	r
d. providing AA or BA courses onsite? .....	1	0	d	r
e. Anything else? (SPECIFY).....	1	0	d	r
_____				

B4. How often do your (READ TYPE OF STAFF) participate in training and technical assistance activities? Is it every week, 2 or 3 times a month, monthly, once every few months, or once a year or less?

	WEEKLY	2 OR 3 TIMES A MONTH	MONTHLY	ONCE EVERY FEW MONTHS	ONCE A YEAR OR LESS	DON'T KNOW	REFUSED
a. teachers and assistant teachers.....	1	2	3	4	5	d	r
b. family service workers.....	1	2	3	4	5	d	r
c. health staff .....	1	2	3	4	5	d	r

B5. Who conducts the training?

CIRCLE ALL MENTIONED

- CENTER OR GRANTEE STAFF ..... 1
- OTHER COMMUNITY RESOURCES ..... 2
- LOCAL CONSULTANTS ..... 3
- REGIONAL T/TA CONTRACTOR ..... 4
- NATIONAL HEAD START ASSOCIATION..... 5
- STATE OR NATIONAL CONFERENCES (FOR EXAMPLE, NAEYC) ..... 6
- PRIVATE COMPANIES OR ORGANIZATIONS (FOR EXAMPLE, HIGH SCOPE, TEACHING STRATEGIES) ..... 7
- OTHER (SPECIFY) ..... 8

---

- DO NOT HAVE TRAININGS ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

B6. Has your program consulted with regional T/TA specialists, TA content specialists, or other TA contractor staff?

- YES..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

B7. Has your program developed a T/TA plan?

- YES..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → **GO TO B9**

B8. Did the T/TA contractor assist in developing the T/TA plan?

- YES..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

B9. Has your program participated in training or TA sessions provided by the TA contractor?

- YES..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → **GO TO E1**

B10. Did other programs besides your own program participate in any of these training or TA sessions?

- YES..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

## E. CURRICULUM, CLASSROOM ACTIVITIES, AND ASSESSMENT

Now I'd like to ask a few questions about the curriculum used in your program.

E1. Is a specific curriculum or combination of curricula used in your program?

- YES, SPECIFIC CURRICULUM ..... 1  
 YES, COMBINATION ..... 2  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r
- } → **GO TO E8**

E2. What (curriculum does/curricula do) your program use?

**PROBE:** Any others?

**CODE ALL CURRICULA NAMED IN COLUMN E2. IF MORE THAN ONE CURRICULA IS NAMED, ASK E3, ELSE GO TO E4.**

E3. What is your main curriculum?

	E2. CIRCLE ALL THAT APPLY	E3. CIRCLE ONLY ONE		
	CURRICULA	MAIN CURRICULUM	DON'T KNOW	REFUSED
CREATIVE CURRICULUM .....	11	11	d	r
HIGH/SCOPE .....	12	12	d	r
HIGH REACH .....	13	13	d	r
LET'S BEGIN WITH THE LETTER PEOPLE ...	14	14	d	r
MONTESSORI.....	15	15	d	r
BANK STREET .....	16	16	d	r
CREATING CHILD CENTERED CLASSROOMS – STEP BY STEP.....	17	17	d	r
SCHOLASTIC CURRICULUM .....	18	18	d	r
LOCALLY DESIGNED CURRICULUM .....	19	19	d	r
CURIOSITY CORNER .....	20	20	d	r
OTHER (SPECIFY).....	21	21	d	r

E4.-  
E7. NO E4, E5, E6, E7 THIS VERSION.

E8. Not including the NRS, over the course of the Head Start year, how often does your program assess each child's development?

- NEVER..... 0 → **GO TO E12**
- ONCE..... 1
- TWICE ..... 2
- THREE OR MORE TIMES ..... 3
- DON'T KNOW ..... d
- REFUSED ..... r

E9. What is the main child assessment tool that you use?

**IF RESPONSE IS THE NATIONAL REPORTING SYSTEM/NRS, ASK:** What is the main child assessment tool selected just for your program?

CIRCLE ONE ONLY

- THE CREATIVE CURRICULUM DEVELOPMENTAL  
CONTINUUM ASSESSMENT TOOLKIT FOR AGES 3-5 ... 1
- HIGH/SCOPE CHILD OBSERVATION RECORD (COR).... 2
- GALILEO ..... 3
- AGES AND STAGES QUESTIONNAIRES:  
A PARENT-COMPLETED, CHILD-MONITORING  
SYSTEM..... 4
- DESIRED RESULTS DEVELOPMENTAL  
PROFILE (DRDP) ..... 5
- WORK SAMPLING SYSTEM FOR HEAD START ..... 6
- LEARNING ACCOMPLISHMENT PROFILE  
SCREENING (LAP INCLUDING E-LAP, LAP-R  
AND LAP-D) ..... 7
- HAWAII EARLY LEARNING PROFILE (HELP)..... 8
- BRIGANCE PRESCHOOL SCREEN FOR THREE  
AND FOUR YEAR OLD CHILDREN ..... 9
- LOCALLY DESIGNED ..... 10
- THE HEAD START NATIONAL REPORTING  
SYSTEM (NRS) ..... 11
- OTHER (SPECIFY)..... 12

---

- DO NOT USE A CHILD ASSESSMENT TOOL..... 13 → **GO TO E12**
- DON'T KNOW..... d
- REFUSED..... r

E10. What methods does your program use for these assessments? Would you say . . .

- ratings based on observation or work sampling,..... 1
- testing with standardized tests or assessment  
or screening instruments, ..... 2
- both observation-based ratings and  
direct assessments, or ..... 3
- something else? (SPECIFY)..... 4

- 
- DO NOT ASSESS ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → **GO TO E12**

E11. NO E11 THIS VERSION.

E12. Have you or somebody else in your program used National Reporting System program-level reports?

- YES..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → **GO TO I1**

E13. Have you or somebody else in your program . . .

	YES	NO	DON'T KNOW	REFUSED
a. reported NRS results at management level? .....	1	0	d	r
b. reported NRS results to teachers? .....	1	0	d	r
c. reported NRS results to parents or your policy council? .....	1	0	d	r
d. reported NRS results to funding sources or advisory boards? .....	1	0	d	r
e. used the NRS Reports in another way? (SPECIFY) ..	1	0	d	r

---

E14. Has your program made any changes in classroom practices as a result of the program level NRS Reports?

YES..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r

} → **GO TO I1**

E15. Because of program level NRS Reports, have you increased focus on . . .

	YES	NO	DON'T KNOW	REFUSED
a. letter naming activities? .....	1	0	d	r
b. general literacy and reading skills?.....	1	0	d	r
c. counting and number recognition? .....	1	0	d	r
d. math skills (addition/subtraction, etc.)?.....	1	0	d	r
e. purchased classroom materials? .....	1	0	d	r
f. purchased books or literacy materials? .....	1	0	d	r
g. encouraged parents to supplement classroom learning at home? .....	1	0	d	r
h. Something else? (SPECIFY) .....	1	0	d	r

---

## I. DIRECTOR EMPLOYMENT AND EDUCATIONAL BACKGROUND

Now, I'd like to ask you some questions about your professional background and your job with Head Start.

11. When did you start working for this Head Start program?

|\_|\_| MONTH |\_|\_|\_|\_| YEAR

DON'T KNOW ..... d

REFUSED ..... r

12. In total, how many years have you worked with **any** Head Start Program? **ROUND RESPONSE TO NEAREST NUMBER OF YEARS. NOTE: HEAD START HAS BEEN IN EXISTENCE FOR ABOUT 40 YEARS.**

|\_|\_| YEARS

DON'T KNOW ..... d

REFUSED ..... r

13. How many hours per week are you paid to work for Head Start?

|\_|\_| HOURS AND |\_|\_| MINUTES PER WEEK

DON'T KNOW ..... d

REFUSED ..... r

14. How many hours per week do you actually work for Head Start?

|\_|\_| HOURS AND |\_|\_| MINUTES PER WEEK

DON'T KNOW ..... d

REFUSED ..... r

15. How many months per year are you paid to work for Head Start?

|\_|\_| MONTHS PER YEAR

DON'T KNOW ..... d

REFUSED ..... r

16. In your current Head Start position(s), how much do the following make it harder for you to do your job well?

(ITEM). Does this make it a great deal harder, somewhat harder, or not at all harder for you to do your job well?

	GREAT DEAL HARDER	SOMEWHAT HARDER	NOT AT ALL	DON'T KNOW
a. Time constraints (not enough hours in the day).....	3	2	1	d
b. Too many conflicting demands.....	3	2	1	d
c. Not a high enough salary for the job demands	3	2	1	d
d. Lack of support staff.....	3	2	1	d
e. Not enough training and technical assistance for professional development .....	3	2	1	d
f. Not enough support and communication from regional office.....	3	2	1	d
g. Not enough funds for supplies and activities ...	3	2	1	d
h. Dealing with a challenging population .....	3	2	1	d
i. Staff turn over.....	3	2	1	d
j. Lack of parent support.....	3	2	1	d
k. Lack of qualified teaching staff .....	3	2	1	d
l. Anything else? (SPECIFY) .....	3	2	1	d

17. Which of the following benefits are available to you through Head Start?

	YES	NO	DON'T KNOW	REFUSED
a. Paid vacation time.....	1	0	d	r
b. Paid sick leave .....	1	0	d	r
c. Paid (maternity/paternity) leave.....	1	0	d	r
d. Unpaid (maternity/paternity) leave.....	1	0	d	r
e. Paid family leave .....	1	0	d	r
f. Fully or partially paid health insurance .....	1	0	d	r
g. Fully or partially paid dental insurance .....	1	0	d	r
h. Tuition reimbursement.....	1	0	d	r
i. Retirement plan.....	1	0	d	r

18. NO I8 THIS VERSION.

19. How likely are you to continue working for Head Start through the rest of this Head Start year (through 2007-2008)? Would you say you are . . .

- very likely, ..... 1
- somewhat likely, ..... 2
- somewhat unlikely, or ..... 3
- very unlikely? ..... 4
- DON'T KNOW ..... d
- REFUSED ..... r

I10.-

I11. NO I10 AND I11 THIS VERSION.

I12. What is the highest grade or year of school that you completed?

CIRCLE ONE RESPONSE

- UP TO 8TH GRADE ..... 1
  - 9TH TO 11TH GRADE ..... 2
  - 12TH GRADE BUT NO DIPLOMA ..... 3
  - HIGH SCHOOL DIPLOMA/EQUIVALENT ..... 4
  - VOC/TECH PROGRAM AFTER HIGH SCHOOL  
BUT NO VOC/TECH DIPLOMA ..... 5
  - VOC/TECH DIPLOMA AFTER HIGH SCHOOL ..... 6
  - SOME COLLEGE BUT NO DEGREE ..... 7
  - ASSOCIATE'S DEGREE ..... 8
  - BACHELOR'S DEGREE ..... 9
  - GRADUATE OR PROFESSIONAL SCHOOL  
BUT NO DEGREE ..... 10
  - MASTER'S DEGREE (MA, MS) ..... 11
  - DOCTORATE DEGREE (PH.D., ED.D) ..... 12
  - PROFESSIONAL DEGREE AFTER BACHELOR'S  
DEGREE (MEDICINE/MD; DENTISTRY/DDS;  
LAW/JD/LLB; ETC.) ..... 13
  - DON'T KNOW ..... d
  - REFUSED ..... r
- GO TO I22 (responses 1-6, 7, 13, d, r)
- GO TO I14 (response 7)
- GO TO I13 (responses 8-12)

I13. In what field did you obtain your highest degree?

- CHILD DEVELOPMENT OR DEVELOPMENTAL PSYCHOLOGY ..... 1
  - EARLY CHILDHOOD EDUCATION ..... 2
  - ELEMENTARY EDUCATION ..... 3
  - SPECIAL EDUCATION ..... 4
  - OTHER FIELD (SPECIFY) ..... 5
- 
- EDUCATION, BUSINESS ADMINISTRATION / MANAGEMENT & SUPERVISION ..... 6
  - DON'T KNOW ..... d
  - REFUSED ..... r

I14. Did your schooling include 6 or more college courses in early childhood education or child development?

- YES..... 1 → **GO TO CHECK BOX BEFORE I16**
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

I15. Have you completed 6 or more college courses in early childhood education or child development since you finished your degree?

- YES..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

**CHECK BOX: DID RESPONDENT ATTEND COLLEGE (I12 EQUALS 7, 8, 9, 10, 11, 12, 13)?**

YES..... 1 → **ASK I16**

NO ..... 0 → **GO TO I22**

I16. What is the name of the college or university (you attended/where you completed your highest degree)?

\_\_\_\_\_

NAME OF COLLEGE/UNIVERSITY

DON'T KNOW..... d

REFUSED..... r

I17. In what city and state is the (college/university) located?

CITY: \_\_\_\_\_

STATE: \_\_\_\_\_

DON'T KNOW..... d

REFUSED..... r

I18.-  
I21. NO I18 TO I21 THIS VERSION.

I22. Are you currently a member of a professional association for early childhood education (e.g., NAEYC, NHSA, NEA)?

YES..... 1

NO ..... 0

DON'T KNOW ..... d

REFUSED ..... r

I23. What is your total annual salary (before taxes) as a program director for the current school year?

\$ |\_|\_|\_|\_|,|\_|\_|\_|\_| PER YEAR

DON'T KNOW ..... d

REFUSED ..... r

I24. **CODE WITHOUT ASKING:** What is your gender?

MALE ..... 1

FEMALE ..... 2

I25. In what year were you born?

|\_|\_|\_|\_| YEAR

DON'T KNOW ..... d

REFUSED ..... r

I26. Are you of Spanish, Hispanic, or Latino origin?

YES ..... 1

NO ..... 0

DON'T KNOW ..... d

REFUSED ..... r

→ GO TO I28

I27. Which one of these best describes you . . .

Mexican, Mexican American, Chicano, ..... 1

Puerto Rican, ..... 2

Cuban, or ..... 3

another Spanish/Hispanic/Latino group? ..... 4

DON'T KNOW ..... d

REFUSED ..... r

128. What is your race? You may name more than one if you like.

CIRCLE ALL THAT ARE MENTIONED

WHITE .....	11
BLACK OR AFRICAN AMERICAN .....	12
AMERICAN INDIAN OR ALASKA NATIVE (SPECIFY) ..	13
<hr/>	
ASIAN INDIAN .....	14
CHINESE .....	15
FILIPINO .....	16
JAPANESE .....	17
KOREAN.....	18
VIETNAMESE .....	19
ASIAN (NOT FURTHER SPECIFIED) .....	20
NATIVE HAWAIIAN.....	21
GUAMANIAN OR CHAMORRO .....	22
SAMOAN .....	23
OTHER PACIFIC ISLANDER (SPECIFY).....	24
<hr/>	
ANOTHER RACE (SPECIFY) .....	25
<hr/>	
DON'T KNOW .....	d
REFUSED .....	r

## J. CONCLUDING THOUGHTS

Finally, I would like you to think about your Head Start program overall, and all of the experiences and services the center is providing to children and their families.

- J1. If you could change one thing that you think would significantly improve the services your program is providing, what would it be? **ASK RESPONDENT TO CHOOSE ONLY ONE.**

---

---

---

- J2. Finally, what two things do you think your program does really well for children and their families? **ASK RESPONDENT TO CHOOSE ONLY TWO.**

1. 

---

---

2. 

---

---

Thank you very much for all your help. We will be contacting you again in a few weeks after our statisticians select the centers for the study.

If you have any questions in the meantime, please do not hesitate to call me.

## Head Start Family and Child Experiences Survey

*Center Director Interview*

*Fall 2006*



Label: Director ID:

Interviewer ID:

Interview Date: //  
Month Day Year

Interview Start Time: : AM ..... 1 Interview End Time: : AM ..... 1  
PM ..... 2 PM ..... 2

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection will be entered after clearance. The time required to complete this information collection is estimated to average 30 minutes per respondent, including the time to review instructions, gather the data needed, and complete and review the information collected.

We appreciate you and your center's participation in FACES 2006. As we discussed with you when you agreed to let your center participate in this study, the purpose of FACES is to learn how the Head Start program helps families around the country get services for their children.

We want to learn from you and other center directors, more about how Head Start centers interact with children and families from the point of view of the center directors. Information from this study will be used to help Head Start to improve services provided to children and families.

Of course, your participation in the interview is voluntary, and you may refuse to answer any questions. You may stop me at any time, and you may go back to earlier questions to change your answers. No one else from the Head Start program will see or hear your answers. Your responses are confidential and will only be reported as aggregate numbers. The things you tell me are very important, so please be as complete as possible. This interview will take about 30 minutes.

Do you have any questions before we start?

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## A. STAFFING AND RECRUITMENT

First, I have some questions about staffing and recruitment.

A1. How many lead teachers are currently employed in this center?

|\_\_|\_\_| LEAD TEACHERS

DON'T KNOW ..... d

REFUSED ..... r

A2. How many of these lead teachers are new to the center this fall?

|\_\_|\_\_| NEW LEAD TEACHERS

DON'T KNOW ..... d

REFUSED ..... r

A3. Are there currently any unfilled vacancies for lead teachers?

YES ..... 1

NO ..... 0

DON'T KNOW ..... d

REFUSED ..... r

A4. During the last program year, how many lead teachers left and had to be replaced?

|\_\_|\_\_| LEAD TEACHERS LEFT

DON'T KNOW ..... d

REFUSED ..... r

A5. How many assistant teachers or paid teacher aides are currently employed in this center?

|\_\_|\_\_| ASSISTANT/PAID TEACHER AIDES EMPLOYED

DON'T KNOW ..... d

REFUSED ..... r

A6. How many of these assistant teachers (or teacher aides) are new to the center this year?

\_\_\_\_|\_\_\_\_| NEW ASSISTANT/PAID TEACHER AIDES

DON'T KNOW ..... d

REFUSED ..... r

A7. Are there currently any unfilled vacancies for assistant teachers (or teacher aides)?

YES..... 1

NO ..... 0

DON'T KNOW ..... d

REFUSED ..... r

A8. During the last program year, how many assistant teachers (or teacher aides) left and had to be replaced?

\_\_\_\_|\_\_\_\_| ASSISTANT/TEACHER AIDES LEFT

DON'T KNOW ..... d

REFUSED ..... r

A10. Is the job of finding replacement teachers relatively easy, fairly easy, fairly difficult, or very difficult?

RELATIVELY EASY ..... 1

FAIRLY EASY ..... 2

FAIRLY DIFFICULT ..... 3

VERY DIFFICULT ..... 4

DON'T KNOW ..... d

REFUSED ..... r

A11. Have you made any efforts to reduce teacher turnover?

YES..... 1

NO ..... 0

DON'T KNOW ..... d

REFUSED ..... r

→ GO TO A13

A12. What are you doing to reduce turnover? Are you . . .

	YES	NO	DON'T KNOW	REFUSED
a. increasing teacher salaries?.....	1	0	d	r
b. hiring or recruiting more assistants, aides? .....	1	0	d	r
c. providing more or better training or education subsidies? .....	1	0	d	r
d. providing better fringe benefits? .....	1	0	d	r
e. giving teachers more say in choice of curriculum and planning of activities? .....	1	0	d	r
f. providing teachers with better physical facilities (furniture, classroom or lounge areas, etc.)? .....	1	0	d	r
g. Anything else? (SPECIFY) .....	1	0	d	r

A13. Do you have any parents of current or former Head Start children employed in your center?

YES..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r

} → GO TO B1

A14. How many current or former Head Start parents are employed at your center as (a/an) . . .

	NUMBER EMPLOYED	DON'T KNOW	REFUSED
a. lead, or assistant teacher, or teacher's aide? .....	_ _	d	r
b. family service worker or home visitor?.....	_ _	d	r
c. food service worker? .....	_ _	d	r
d. maintenance or service staff?.....	_ _	d	r
e. administrator (e.g., Center Director, Component Coordinator)? .....	_ _	d	r
f. Other (SPECIFY) .....	_ _	d	r

## B. TEACHER EDUCATION INITIATIVES AND STAFF TRAINING

My next questions are about efforts to promote teacher education and training.

B1. Does your center have any efforts in place to help teachers and assistant teachers get their CDA's?

YES..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r

B2. Does your center have any efforts in place to help teachers and assistant teachers get their Associate's (AA) or Bachelor's (BA) degrees?

YES..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r

} → **GO TO B4**

B3. What are you doing to help teachers and assistant teachers get their A.A. or B.A. degrees? Are you . . .

	YES	NO	DON'T KNOW	REFUSED
a. providing tuition assistance? .....	1	0	d	r
b. giving teachers release time? .....	1	0	d	r
c. providing assistance for course books? .....	1	0	d	r
d. providing AA or BA courses onsite? .....	1	0	d	r
e. Anything else? (SPECIFY) .....	1	0	d	r
_____				

B4. How often do your (READ TYPE OF STAFF) participate in training and technical assistance activities? Is it every week, 2 or 3 times a month, monthly, once every few months, or once a year or less?

SHOW CARD

	WEEKLY	2 OR 3 TIMES PER MONTH	MONTHLY	ONCE EVERY FEW MONTHS	ONCE A YEAR OR LESS	DON'T KNOW	REFUSED
a. Teachers and assistant teachers ...	1	2	3	4	5	d	r
b. Family service workers .....	1	2	3	4	5	d	r
c. Health staff .....	1	2	3	4	5	d	r

B5. Who conducts the training?

CIRCLE ALL MENTIONED

- CENTER OR GRANTEE STAFF ..... 1
  - OTHER COMMUNITY RESOURCES ..... 2
  - LOCAL CONSULTANTS ..... 3
  - REGIONAL T/TA CONTRACTOR ..... 4
  - NATIONAL HEAD START ASSOCIATION ..... 5
  - STATE OR NATIONAL CONFERENCES (FOR EXAMPLE NAEYC) ..... 6
  - PRIVATE COMPANIES OR ORGANIZATIONS (FOR EXAMPLE, HIGH SCOPE, TEACHING STRATEGIES) ..... 7
  - OTHER (SPECIFY) ..... 8
- 
- DO NOT HAVE TRAININGS ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r

B6. Has your center consulted with regional T/TA specialists, TA content specialists, or other TA contractor staff?

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

B7. Has your program developed a T/TA plan?

- YES..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → **GO TO B9**

B8. Did the T/TA contractor assist in developing the T/TA plan?

- YES..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

B9. Has your program participated in training or TA sessions provided by the TA contractor?

- YES..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → **GO TO B12**

B10. Did other programs besides your own program participate in any of these trainings or TA sessions?

- YES..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

B11. Overall, how helpful is the training and technical assistance your staff receive? Would you say . . .

- very helpful,..... 1
- fairly helpful,..... 2
- could be more helpful, or ..... 3
- could be much more helpful? ..... 4
- DON'T KNOW ..... d
- REFUSED ..... r

B12. Would you like to have more training and technical assistance?

- YES..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

B13. Do you have mentor teachers to work with teachers in classrooms?

- YES..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

→ GO TO C1

B14. Are your mentor teachers . . .

	YES	NO	DON'T KNOW	REFUSED
a. more experienced teachers in your program? .....	1	0	d	r
b. education coordinators? .....	1	0	d	r
c. consultants hired by your program? .....	1	0	d	r

B15. How often do they come to the classroom? Would you say . . .

- once a week or less,..... 1
- once every two weeks, ..... 2
- once a month, or ..... 3
- less than once a month? ..... 4
- DON'T KNOW ..... d
- REFUSED ..... r

## C. PARENT INVOLVEMENT

C1. Now I'd like to talk with you about your work with the Head Start families in your center and the ways in which parents are involved.

SHOW  
CARD

Please look at the list on this card. Which of these is your most important goal for working with parents? **RECORD IN COLUMN A.** Which is your second most important goal? **RECORD IN COLUMN B.** And which is your third most important goal? **RECORD IN COLUMN C.** From this list, tell me your three most important goals in working with parents at your center, in order of importance, with 1 being the most important.

**CIRCLE ONLY ONE GOAL IN EACH COLUMN**

	A MOST IMPORTANT	B 2nd MOST IMPORTANT	C 3rd MOST IMPORTANT
A. TEACH PARENTS CHILD DEVELOPMENT AND PARENTING SKILLS .....	1	2	3
B. INFORM PARENTS ABOUT THEIR OWN CHILD'S DEVELOPMENT .....	1	2	3
C. ENCOURAGE PARENTS TO READ MORE AND DO MORE EDUCATIONAL ACTIVITIES WITH THEIR CHILDREN .....	1	2	3
D. TEACH PARENTS ABOUT HEALTH AND NUTRITION .....	1	2	3
E. INFORM PARENTS ABOUT THE SUPPORT SERVICES IN THEIR COMMUNITY AND HELP THEM TO USE THEM .....	1	2	3
F. HELP PARENTS DEVELOP A SOCIAL SUPPORT NETWORK OF OTHER PARENTS AND FAMILIES IN THE PROGRAM AND COMMUNITY.....	1	2	3
G. HAVE PARENTS PARTICIPATE IN POLICY AND PROGRAM DECISIONS.....	1	2	3
H. HELP PARENTS BECOME ECONOMICALLY SELF-SUFFICIENT (I.E., GET FURTHER EDUCATION AND EMPLOYMENT) .....	1	2	3
I. HELP PARENTS IMPROVE THEIR LITERACY SKILLS .....	1	2	3
J. HELP PARENTS IDENTIFY THEIR PERSONAL GOALS AND WAYS IN WHICH TO ACHIEVE THEM.....	1	2	3
DON'T KNOW GOAL .....	d	d	d

**CHECK THAT ONLY ONE GOAL IS CIRCLED IN EACH COLUMN!**

C2. During this year and the past Head Start year, have parent volunteers in your center helped . . .

	YES	NO	DON'T KNOW	REFUSED
a. as classroom aides, or bus monitors or drivers?.....	1	0	d	r
b. with screening or child assessment? .....	1	0	d	r
c. as consultants or workshop leaders? .....	1	0	d	r
d. home visitors? .....	1	0	d	r
e. as interpreters for non-English speaking or limited English-speaking families? .....	1	0	d	r
f. in recruiting families?.....	1	0	d	r
g. mentor or encourage other families to participate? .....	1	0	d	r

C3. Does your center or program do any of the following to encourage parents to participate in Head Start activities and classes? Do you . . .

	YES	NO	DON'T KNOW	REFUSED
a. offer incentives such as door prizes or samples of products? .....	1	0	d	r
b. provide transportation?.....	1	0	d	r
c. provide child care? .....	1	0	d	r
d. provide interpreters? .....	1	0	d	r
e. serve food such as snacks or supper? .....	1	0	d	r
f. Anything else? (SPECIFY) .....	1	0	d	r

C4. Does your center offer workshops, meetings, or activities specifically for fathers and father-figures?

YES..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r

} → GO TO C8

C5. Does your center offer any of the following targeted specifically toward fathers and father-figures? How about . . .

	YES	NO	DON'T KNOW	REFUSED
a. employment assistance and skills workshops?.....	1	0	d	r
b. basic finance and budgeting skills workshops? .....	1	0	d	r
c. social activities? .....	1	0	d	r
d. partner or family relationship workshops? .....	1	0	d	r
e. parenting education workshops? .....	1	0	d	r
f. adult-child outings? .....	1	0	d	r
g. support groups for men? .....	1	0	d	r
h. anything else? (SPECIFY).....	1	0	d	r

C6. Do fathers and father-figures regularly help in any of the following ways in your center?

	YES	NO	DON'T KNOW	REFUSED
a. As classroom volunteers .....	1	0	d	r
b. As chaperones for field trips .....	1	0	d	r
c. As members of the Policy Council or other governing bodies .....	1	0	d	r
d. Doing maintenance or chores.....	1	0	d	r
e. Helping at special events or activities .....	1	0	d	r

C7. How successful has your center been in involving fathers or father-figures in Head Start? Would you say it has been . . .

- very successful,..... 1
- somewhat successful, or ..... 2
- not very successful?..... 3
- DON'T KNOW ..... d
- REFUSED ..... r

C8. How many parents are members of the Policy Council?

|\_|\_| PARENTS

DON'T KNOW ..... d

REFUSED ..... r

C9. How many times does the Policy Council meet during the program year?

|\_|\_| TIMES PER YEAR

DON'T KNOW ..... d

REFUSED ..... r

C10. Are parents or the Policy Council involved in the staff hiring process?

YES..... 1

NO ..... 0

DON'T KNOW ..... d

REFUSED ..... r

→ GO TO C12

C11. How are they involved? **RECORD VERBATIM**

---

---

C12. Are parents or the Policy Council involved in the program self-assessment process?

YES..... 1

NO ..... 0

DON'T KNOW ..... d

REFUSED ..... r

→ GO TO C14

C13. How are they involved? **RECORD VERBATIM**

---

---

C14. Do the parents receive information regarding program-wide progress, such as NRS Reports and results of other assessments?

- YES..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

C15. Does the Policy Council receive information regarding program-wide progress, such as NRS Reports and results of other assessments?

- YES..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

## D. WAITING LISTS AND PROGRAM EXPANSION

D1. At the beginning of this program year, did you have a waiting list of children whose parents wanted to enroll them in classes in this center, but for whom slots were not available?

YES..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r

} → GO TO D5

D2. How many children were on this waiting list?

|\_|\_| CHILDREN  
 DON'T KNOW ..... d  
 REFUSED ..... r

D3. Based on last year's experience, how many of the children on the waiting list do you think you will eventually enroll during the course of the year?

|\_|\_| CHILDREN  
 DON'T KNOW ..... d  
 REFUSED ..... r

D4. Centers can use different procedures or mix of procedures to select children off the waiting list. For each procedure I read please tell me if your center uses this? Do you use . . .

	YES	NO	DON'T KNOW	REFUSED
a. a first come, first served procedure? .....	1	0	d	r
b. a priority system based on assessment of child or family needs? .....	1	0	d	r
c. a priority system based on goals for (racial/ethnic/language) diversity? .....	1	0	d	r
d. something else? (SPECIFY).....	1	0	d	r

D5. Have you expanded the Head Start program at this center in the last two years to serve more children?

**NOTE:** This refers to number of children served.

YES..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r

} → **GO TO E1**

D6. How many children have you added?

|\_|\_| CHILDREN  
 DON'T KNOW ..... d  
 REFUSED ..... r

D7. How many classrooms have you added?

|\_|\_| CLASSROOMS  
 DON'T KNOW ..... d  
 REFUSED ..... r

D8. How many teachers have you added?

|\_|\_| TEACHERS  
 DON'T KNOW ..... d  
 REFUSED ..... r

D9. Have you added new program components, such as . . .

	YES	NO	DON'T KNOW	REFUSED
a. extended-day child care or "wrap around" care for Head Start children?.....	1	0	d	r
b. home-based Head Start? .....	1	0	d	r
c. family day care based Head Start?.....	1	0	d	r
d. Early Head Start?.....	1	0	d	r
e. Other? (SPECIFY) .....	1	0	d	r

## E. CURRICULUM, CLASSROOM ACTIVITIES, AND ASSESSMENT

Now I'd like to ask a few questions about the curriculum used in your center.

E1. Is a specific curriculum or combination of curricula used in your center?

- YES, SPECIFIC CURRICULUM ..... 1  
 YES, COMBINATION ..... 2  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r
- } → **GO TO E4**

E2. What (curriculum does/curricula do) you use?

**PROBE:** Any others?

**CODE ALL CURRICULA NAMED IN COLUMN E2. IF MORE THAN ONE CURRICULA IS NAMED, ASK E3, ELSE GO TO E4.**

E3. What is your main curriculum?

	E2. CIRCLE ALL THAT APPLY	E3. CIRCLE ONLY ONE		
	CURRICULA	MAIN CURRICULUM	DON'T KNOW	REFUSED
CREATIVE CURRICULUM .....	11	11	d	r
HIGH/SCOPE .....	12	12	d	r
HIGH REACH .....	13	13	d	r
LET'S BEGIN WITH THE LETTER PEOPLE	14	14	d	r
MONTESSORI.....	15	15	d	r
BANK STREET .....	16	16	d	r
CREATING CHILD CENTERED CLASSROOMS – STEP BY STEP.....	17	17	d	r
SCHOLASTIC CURRICULUM .....	18	18	d	r
LOCALLY DESIGNED CURRICULUM .....	19	19	d	r
CURIOSITY CORNER .....	20	20	d	r
OTHER (SPECIFY).....	21	21	d	r
_____				

E4. Who makes *most* of the decisions about the day-to-day plans for children, such as the calendar or sequence of activities? Is it . . .

CIRCLE ONE ONLY

- Head Start program administrators,..... 1
  - individual center directors and staff, ..... 2
  - managers, specialists/coordinators ..... 3
  - individual teachers,..... 4
  - parents, or ..... 5
  - someone else? (SPECIFY) ..... 6
- 
- DON'T KNOW ..... d
  - REFUSED ..... r

E5. Do you have any efforts to improve children's early literacy skills, that is, to teach them more about letters, word sounds, words, writing, understanding and appreciating books and reading?

- YES..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → **GO TO E7**

E6. Do your efforts include using any of the following . . .

	YES	NO	DON'T KNOW	REFUSED
a. Parent Literacy Mentor Training? .....	1	0	d	r
b. Mentor – Coach Training? .....	1	0	d	r
c. Steps to Success? .....	1	0	d	r
d. Any other efforts? (SPECIFY) .....	1	0	d	r

---

E7. (As part of this effort,) do you encourage teachers in your center to do more of any of the following kinds of activities? I will ask you first about language and literacy activities and then about math activities.

How about [READ ITEM] . . .

SHOW  
CARD

Would you say teachers are very much encouraged, somewhat encouraged, not very much encouraged, or not at all encouraged to do this?

	VERY MUCH ENCOURAGED	SOMEWHAT ENCOURAGED	NOT VERY MUCH ENCOURAGED	NOT AT ALL ENCOURAGED	DON'T KNOW	REFUSED
a. reading stories to the children? .....	1	2	3	4	d	r
b. retelling stories? .....	1	2	3	4	d	r
c. discussing new words? .....	1	2	3	4	d	r
d. learning about rhyming words and word families? .....	1	2	3	4	d	r
e. learning about common prepositions, such as over and under, up and down? .....	1	2	3	4	d	r
f. learning about conventions of print (left to right orientation, book holding)? .....	1	2	3	4	d	r
g. learning the names of letters? .....	1	2	3	4	d	r
h. writing letters of the alphabet? .....	1	2	3	4	d	r
i. writing own name? .....	1	2	3	4	d	r
j. working on phonics? .....	1	2	3	4	d	r
k. count out loud? .....	1	2	3	4	d	r
l. work with geometric manipulatives (for example, parquetry blocks, or shape puzzles)? .....	1	2	3	4	d	r
m. work with counting manipulatives (things for children to count) to learn basic operations (for example, adding and subtracting)? .....	1	2	3	4	d	r
n. play math-related games? .....	1	2	3	4	d	r
o. use music to understand math concepts? .....	1	2	3	4	d	r
p. work with rulers, measuring cups, spoons, or other measuring instruments? .....	1	2	3	4	d	r
q. engage in calendar-related activities?	1	2	3	4	d	r
r. engage in activities related to telling time? .....	1	2	3	4	d	r
s. engage in activities that involve shapes and patterns? .....	1	2	3	4	d	r

E8. Not including the NRS, over the course of the Head Start year, how often does your program assess each child's development? Is it . . .

- never, ..... 0 → **GO TO E12**
- once, ..... 1
- twice or, ..... 2
- three or more times? ..... 3
- DON'T KNOW ..... d
- REFUSED ..... r

E9. What is the main child assessment tool that you use?

**IF RESPONSE IS THE NATIONAL REPORTING SYSTEM/NRS, ASK:** What is the main child assessment tool selected just for your program?

**IF DIFFICULTY NAMING:** Would you like to see a list of some commonly used assessment tools? You may be using one of those or something else.

CIRCLE ONE ONLY



- THE CREATIVE CURRICULUM DEVELOPMENTAL CONTINUUM ASSESSMENT TOOLKIT FOR AGES 3-5 ..... 1
  - HIGH/SCOPE CHILD OBSERVATION RECORD (COR) ..... 2
  - GALILEO ..... 3
  - AGES AND STAGES QUESTIONNAIRES: A PARENT-COMPLETED, CHILD-MONITORING SYSTEM ..... 4
  - DESIRED RESULTS DEVELOPMENTAL PROFILE (DRDP) ..... 5
  - WORK SAMPLING SYSTEM FOR HEAD START ..... 6
  - LEARNING ACCOMPLISHMENT PROFILE SCREENING (LAP INCLUDING E-LAP, LAP-R AND LAP-D) ..... 7
  - HAWAII EARLY LEARNING PROFILE (HELP) ..... 8
  - BRIGANCE PRESCHOOL SCREEN FOR THREE AND FOUR YEAR OLD CHILDREN ..... 9
  - ASSESSMENT DESIGNED FOR THIS PROGRAM ..... 10
  - THE HEAD START NATIONAL REPORTING SYSTEM (NRS) ..... 11
  - OTHER (SPECIFY) ..... 12
- 
- DO NOT USE A CHILD ASSESSMENT TOOL ..... 13 → **GO TO E12**
  - DON'T KNOW ..... d
  - REFUSED ..... r

E10. What methods do you use for these assessments? Would you say . . .

- ratings based on observation or work sampling, ..... 1
- testing with standardized tests or assessment  
or screening instruments, ..... 2
- both observation-based ratings and  
direct assessments, or ..... 3
- something else? (SPECIFY)..... 4

- 
- DO NOT ASSESS ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r



E11. How often is each child's assessment results [READ TEXT] . . . Is it once at the beginning of the program year, once at the end of the program year, both at the beginning and at the end of the program year, or more often?

	ONCE AT BEGINNING OF YEAR	ONCE AT END OF YEAR	BEGINNING AND END OF YEAR	MORE OFTEN	DON'T KNOW	REFUSED
a. reported to parents? .....	1	2	3	4	d	r
b. reported to Program Administrators? .....	1	2	3	4	d	r
c. recorded in child's record? .....	1	2	3	4	d	r

E12. Has your center used National Reporting System program-level reports?

- YES..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r



E13. Have you or somebody else in your program . . .

	YES	NO	DON'T KNOW	REFUSED
a. reported NRS results at a management level? .....	1	0	d	r
b. reported NRS results to teachers? .....	1	0	d	r
c. reported NRS results to parents or your Policy Council? .....	1	0	d	r
d. reported NRS results to funding sources or advisory boards? .....	1	0	d	r
e. used the NRS Reports in another way? (SPECIFY) .....	1	0	d	r

E14. Has your center made any changes in classroom practices as a result of the program level NRS Reports?

YES..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r

} → GO TO F1

E15. Because of program level NRS reports, have you increased focus on . . .

	YES	NO	DON'T KNOW	REFUSED
a. letter naming activities? .....	1	0	d	r
b. general literacy and reading skills?.....	1	0	d	r
c. counting and number recognition? .....	1	0	d	r
d. math skills (addition/subtraction, etc.)?.....	1	0	d	r
e. purchased classroom materials? .....	1	0	d	r
f. purchased books or literacy materials? .....	1	0	d	r
g. encouraged parents to supplement classroom learning at home? .....	1	0	d	r
h. something else? (SPECIFY).....	1	0	d	r

## F. HOME VISITS

I'd like to ask about visits made to the homes of center-based Head Start children by center staff.

F1. Are home visits to families of center-based children required of your center staff?

- YES..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r
- } → **GO TO F3**

F2. What are the minimum number of home visits to the family of each center-based child during the Head Start year by . . .

MINIMUM NUMBER OF HOME VISITS	DON'T KNOW	REFUSED
-------------------------------------	---------------	---------

a. teachers or assistant teachers?.....   d r

b. FSAs or FSWs (Family Service Assistants or Workers) or FAs (Family Advocates)? ....   d r

F3. Does your center include a home-based option?

- YES..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r
- } → **GO TO BOX F**

F4. How many times a year is each family visited by . . .

TIMES	DON'T KNOW	REFUSED
-------	---------------	---------

a. home visitors (teachers)? .....   d r

b. FSAs or FSWs (Family Service Assistants or Workers) or FAs (Family Advocates)? ....   d r

BOX F

CHECK RESPONSES TO F1 AND F3

BOTH ARE "NO" (NO HOME VISITS OR HOME BASED OPTION), GO TO G1

EITHER ARE "YES" (EITHER HOME VISITS, HOME BASED OR BOTH), CONTINUE

F5. During your center staff's home visits, which three of these activities are of highest priority for teachers and assistant teachers? **RECORD IN COLUMN F5.**



**CIRCLE NUMBERS FOR THREE ACTIVITIES MENTIONED. DO NOT RECORD MORE THAN 3 IN EACH COLUMN.**

F6. Which of the three activities are of highest priority for family service workers? **RECORD IN COLUMN F6.**

	CIRCLE THREE FOR EACH	
	F5. TEACHERS/ ASSISTANT TEACHERS	F6. FSWs, FSAs OR FAs
A. PROVIDING EDUCATIONAL EXPERIENCES TO THE HEAD START CHILD .....	1	1
B. INFORMING PARENTS ABOUT THE PROGRESS OF THEIR CHILD .	2	2
C. TEACHING PARENTS ABOUT (PARENTING/EDUCATION/CHILD DEVELOPMENT) ISSUES INCLUDING ACTIVITIES TO DO WITH THEIR CHILDREN.....	3	3
D. CONDUCTING FAMILY ASSESSMENTS .....	4	4
E. PROVIDING GUIDANCE TO FAMILIES TO HELP THEM MEET THEIR GOALS.....	5	5
F. PROVIDING REFERRAL TO COMMUNITY SERVICES.....	6	6
G. PROVIDING INFORMAL COUNSELING OR ADDRESSING PERSONAL ISSUES (E.G., MARITAL STRESS/FAMILY RELATIONS)	7	7
H. PROVIDING INFORMATION OR REFERRAL TO PARENTS ABOUT EDUCATIONAL SERVICES.....	8	8
I. PROVIDING ASSISTANCE WITH BASIC NEEDS (E.G., FOOD/HOUSING/CLOTHING/MEDICAL CARE) .....	9	9
J. OBTAINING INFORMATION FROM PARENTS ABOUT THEIR EXPERIENCES WITH HEAD START INCLUDING SUGGESTIONS FOR IMPROVEMENT .....	10	10
K. OTHER (SPECIFY) .....	11	11

## G. KINDERGARTEN TRANSITION

My next questions are about transition to kindergarten.

G1. Does your Head Start center do any of the following? Do you . . .

	YES	NO	DON'T KNOW	REFUSED
a. send letters home with children or mail letters to parents providing information on transition to kindergarten? .....	1	0	d	r
b. invite parents to attend informational meetings or discussions with Head Start or school staff about kindergarten transition? .....	1	0	d	r
c. provide parents with information on the schools their child may attend? .....	1	0	d	r
d. schedule parent and/or child visit(s) to the school the child will attend? .....	1	0	d	r
e. accompany parents and/or children to visit the school?....	1	0	d	r
f. teach parents skills to effectively advocate for their school-age children? .....	1	0	d	r
g. do anything else? (SPECIFY).....	1	0	d	r

G2. Does your Head Start center work in any of the following ways with the schools your students will attend? Does your center . . .

	YES	NO	DON'T KNOW	REFUSED
a. conduct joint training of Head Start and school staffs? .....	1	0	d	r
b. share curriculum information? .....	1	0	d	r
c. share information about rules and program policies? .....	1	0	d	r
d. share information on expectations of students and families? .....	1	0	d	r
e. provide children's Head Start records to the school?.....	1	0	d	r
f. meet with kindergarten teachers at the schools Head Start children will attend? .....	1	0	d	r
g. helps schools identify Head Start students to enroll in their kindergarten program? .....	1	0	d	r
h. do anything else? (SPECIFY).....	1	0	d	r

## H. OVERVIEW OF PROGRAM MANAGEMENT

H1. Now, please tell me the extent to which you agree with each of the following statements about your experiences with the policies and procedures in your program. Tell me whether you strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree. For this question, “teachers” refers to both teachers and teacher assistants.



Your Head Start Program . . .

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW	REFUSED
a. helps teachers feel good about their jobs? .....	1	2	3	4	5	d	r
b. promotes teamwork among teachers? .....	1	2	3	4	5	d	r
c. helps teachers feel that they are part of a team?.....	1	2	3	4	5	d	r
d. ensures that teachers do not feel isolated?.....	1	2	3	4	5	d	r
e. provides enough assistance to teachers in the classroom? .....	1	2	3	4	5	d	r
f. provides orientation to new teachers? .....	1	2	3	4	5	d	r
g. helps new teachers adjust to the classroom? .....	1	2	3	4	5	d	r
h. knows what teachers deal with in the classroom? .....	1	2	3	4	5	d	r
i. has timely delivery of materials for use in classrooms?.....	1	2	3	4	5	d	r
j. provides opportunities for teachers to identify their strengths and weaknesses?..	1	2	3	4	5	d	r
k. provides an atmosphere that is free from destructive gossip? .....	1	2	3	4	5	d	r
l. provides freedom for teachers to create their own unique classrooms? .....	1	2	3	4	5	d	r

## I. EMPLOYMENT AND EDUCATIONAL BACKGROUND

Now, I'd like to ask you some questions about your professional background and your job with Head Start.

11. In what month and year did you start working for this Head Start program?

|\_|\_| MONTH |\_|\_|\_|\_| YEAR

DON'T KNOW ..... d

REFUSED ..... r

12. In total, how many years have you worked with any Head Start or Early Head Start Program? **ROUND RESPONSE TO NEAREST NUMBER OF YEARS. NOTE: HEAD START HAS BEEN IN EXISTENCE FOR ABOUT 40 YEARS.**

|\_|\_| YEARS

DON'T KNOW ..... d

REFUSED ..... r

13. How many hours per week are you paid to work for Head Start?

|\_|\_| HOURS AND |\_|\_| MINUTES PER WEEK

DON'T KNOW ..... d

REFUSED ..... r

14. How many hours per week do you actually work for Head Start?

|\_|\_| HOURS AND |\_|\_| MINUTES PER WEEK

DON'T KNOW ..... d

REFUSED ..... r

15. How many months per year are you paid to work for Head Start?

|\_|\_| MONTHS PER YEAR

DON'T KNOW ..... d

REFUSED ..... r

16. In your current Head Start position(s), how much do the following make it harder for you to do your job well?



(ITEM). Does this make it a great deal harder, somewhat harder, or not at all harder for you to do your job well?

	GREAT DEAL HARDER	SOMEWHAT HARDER	NOT AT ALL	DON'T KNOW
a. Time constraints (not enough hours in the day).....	3	2	1	d
b. Too many conflicting demands.....	3	2	1	d
c. Not a high enough salary for the job demands .....	3	2	1	d
d. Lack of support staff.....	3	2	1	d
e. Not enough training and technical assistance for professional development.....	3	2	1	d
f. Not enough support and communication from administration.....	3	2	1	d
g. Not enough funds for supplies and activities .....	3	2	1	d
h. Dealing with a challenging population .....	3	2	1	d
i. Staff turnover.....	3	2	1	d
j. Lack of parent support.....	3	2	1	d
k. Lack of qualified teaching staff .....	3	2	1	d
l. Anything else? (SPECIFY) .....	3	2	1	d

17. Which of the following benefits are available to you through Head Start?

	YES	NO	DON'T KNOW	REFUSED
a. Paid vacation time.....	1	0	d	r
b. Paid sick leave .....	1	0	d	r
c. Paid (maternity/paternity) leave .....	1	0	d	r
d. Unpaid (maternity/paternity) leave.....	1	0	d	r
e. Paid family leave .....	1	0	d	r
f. Fully or partially paid health insurance .....	1	0	d	r
g. Fully or partially paid dental insurance .....	1	0	d	r
h. Tuition reimbursement.....	1	0	d	r
i. Retirement plan.....	1	0	d	r

18. Please tell me the extent to which you agree with each of the following statements. Tell me whether you strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree.

SHOW  
CARD

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW	REFUSED
a. I really enjoy my present job .....	1	2	3	4	5	d	r
b. I am certain I am making a difference in the lives of children .....	1	2	3	4	5	d	r
c. If I could start over, I would choose education again as my career.....	1	2	3	4	5	d	r

19. How likely are you to continue working for Head Start through the rest of this Head Start year (through 2007-2008)? Would you say you are . . .

- very likely, ..... 1
- somewhat likely, ..... 2
- somewhat unlikely, or ..... 3
- very unlikely? ..... 4
- DON'T KNOW ..... d
- REFUSED ..... r

110. Do you have any children living in your household who attend Head Start now?

- YES..... 1 → **GO TO I12**
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

111. Did you ever have a child in your household who attended Head Start?

- YES..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

I12. What is the highest grade or year of school that you completed?

CIRCLE ONE RESPONSE

- |  |    |     |                  |
|--|----|-----|------------------|
| UP TO 8TH GRADE .....  | 1  | } → | <b>GO TO I18</b> |
| 9TH TO 11TH GRADE.....   | 2  |     |                  |
| 12TH GRADE BUT NO DIPLOMA .....  | 3  |     |                  |
| HIGH SCHOOL DIPLOMA/EQUIVALENT.....  | 4  |     |                  |
| VOC/TECH PROGRAM AFTER HIGH SCHOOL<br>BUT NO VOC/TECH DIPLOMA .....                                    | 5  |     |                  |
| VOC/TECH DIPLOMA AFTER HIGH SCHOOL .....   | 6  |     |                  |
| SOME COLLEGE BUT NO DEGREE .....   | 7  | →   | <b>GO TO I14</b> |
| ASSOCIATE’S DEGREE .....   | 8  | } → | <b>GO TO I13</b> |
| BACHELOR’S DEGREE .....  | 9  |     |                  |
| GRADUATE OR PROFESSIONAL SCHOOL<br>BUT NO DEGREE .....   | 10 |     |                  |
| MASTER’S DEGREE (MA, MS).....  | 11 |     |                  |
| DOCTORATE DEGREE (PH.D., ED.D.) .....  | 12 |     |                  |
| PROFESSIONAL DEGREE AFTER BACHELOR’S<br>DEGREE (MEDICINE/MD; DENTISTRY/DDS;<br>LAW/JD/LLB; ETC.) ..... | 13 | } → | <b>GO TO I18</b> |
| DON’T KNOW.....  | d  |     |                  |
| REFUSED.....   | r  |     |                  |

I13. In what field did you obtain your highest degree?

- |  |   |
|--|---|
| CHILD DEVELOPMENT OR<br>DEVELOPMENTAL PSYCHOLOGY .....                 | 1 |
| EARLY CHILDHOOD EDUCATION .....  | 2 |
| ELEMENTARY EDUCATION .....   | 3 |
| SPECIAL EDUCATION .....  | 4 |
| OTHER FIELD (SPECIFY) .....  | 5 |
| <hr/>  |   |
| EDUCATION, BUSINESS ADMINISTRATION /<br>MANAGEMENT & SUPERVISION ..... | 6 |
| DON’T KNOW .....   | d |
| REFUSED .....  | r |

I14. Did your schooling include 6 or more college courses in early childhood education or child development?

- YES..... 1 → **GO TO CHECK BOX BEFORE I16**
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

I15. Have you completed 6 or more college courses in early childhood education or child development since you finished your degree?

- YES..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

**CHECK BOX: DID RESPONDENT ATTEND COLLEGE (I12 EQUALS 7, 8, 9, 10, 11, 12, 13)?**

- YES..... 1 → **ASK I16**
- NO ..... 0 → **GO TO I18**

I16. What is the name of the college or university (you attended/where you completed your highest degree)?

\_\_\_\_\_  
NAME OF COLLEGE/UNIVERSITY

DON'T KNOW..... d

REFUSED..... r

I17. In what city and state is the (college/university) located?

CITY: \_\_\_\_\_

STATE: \_\_\_\_\_

DON'T KNOW..... d

REFUSED..... r

118. Do you have a Child Development Associate (CDA) credential?

YES..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r

119. Do you have a state-awarded preschool certificate?

YES..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r

120. Do you have a teaching certificate or license?

YES..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r

121. NO I21 THIS VERSION.

122. Are you currently a member of a professional association for early childhood education (e.g., NAEYC, NHSA, NEA)?

YES..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r

123. What is your total annual salary (before taxes) as a center director for the current school year?

\$ |\_|\_|\_|, |\_|\_|\_| PER YEAR

DON'T KNOW ..... d  
 REFUSED ..... r

I24. **CODE WITHOUT ASKING:** What is your gender?

MALE ..... 1  
FEMALE ..... 2

I25. In what year were you born?

|\_|\_|\_|\_| YEAR

DON'T KNOW ..... d  
REFUSED ..... r

I26. Are you of Spanish, Hispanic, or Latino origin?

YES ..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

→ GO TO I28

I27. Which one of these best describes you . . .

Mexican, Mexican American, Chicano, ..... 1  
Puerto Rican, ..... 2  
Cuban, or ..... 3  
another Spanish/Hispanic/Latino group (SPECIFY)? ..... 4  
\_\_\_\_\_  
DON'T KNOW ..... d  
REFUSED ..... r

128. What is your race? You may name more than one if you like.

CIRCLE ALL THAT ARE MENTIONED

- WHITE ..... 11
- BLACK OR AFRICAN AMERICAN ..... 12
- AMERICAN INDIAN OR ALASKA NATIVE (SPECIFY) .. 13

---

- ASIAN INDIAN ..... 14
- CHINESE ..... 15
- FILIPINO ..... 16
- JAPANESE ..... 17
- KOREAN..... 18
- VIETNAMESE ..... 19
- ASIAN (NOT FURTHER SPECIFIED) ..... 20
- NATIVE HAWAIIAN..... 21
- GUAMANIAN OR CHAMORRO ..... 22
- SAMOAN ..... 23
- OTHER PACIFIC ISLANDER (SPECIFY)..... 24

---

- ANOTHER RACE (SPECIFY) ..... 25

---

- DON'T KNOW ..... d
- REFUSED ..... r

129. Do you speak a language other than English?

- YES..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

} → **GO TO SECTION J**

I30. What languages?

CIRCLE ALL THAT APPLY

- FRENCH ..... 11  
SPANISH ..... 12  
CAMBODIAN (KHMER). ..... 13  
CHINESE ..... 14  
HAITIAN CREOLE ..... 15  
HMONG ..... 16  
JAPANESE ..... 17  
KOREAN ..... 18  
VIETNAMESE ..... 19  
ARABIC..... 20  
OTHER (SPECIFY) ..... 21
- 
- DON'T KNOW ..... d  
REFUSED ..... r

## J. CONCLUDING THOUGHTS

Finally, I would like you to think about your Head Start center overall, and all of the experiences and services the center is providing to children and their families.

- J1. If you could change one thing that you think would significantly improve the services your center is providing, what would it be? **ASK RESPONDENT TO CHOOSE ONLY ONE.**

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- J2. Finally, what two things do you think your center does really well for children and their families? **ASK RESPONDENT TO CHOOSE ONLY TWO.**

1. 

---

---

2. 

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Thank you very much for your cooperation. You've been very helpful!

**THANK YOU FOR YOUR PARTICIPATION IN FACES!**



Thank you for agreeing to talk with us. The purpose of FACES 2006 is to learn how the Head Start program helps families around the country get services for their children. Information from this study will be used to help Head Start improve its understanding of the families that are served by the program and to improve services provided to families.

I will ask questions so we can understand how Head Start interacts with families from your point of view.

Of course, your participation in this part of the interview is voluntary, and you may refuse to answer any questions. You may stop me at any time, and you may go back to earlier questions to change your answers. No one else from the Head Start program will see or hear your answers. Your responses are confidential and will not be reported except as aggregate numbers. This interview will take about 30 minutes.

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## K. COORDINATOR FUNCTIONS AND RESPONSIBILITIES

I'd like to begin by asking about your specific functions and responsibilities.

K1. Which of the following functions do you perform for this Head Start program? Please look at this card and tell me which functions you perform.

**CIRCLE "1" FOR ALL NAMED. CIRCLE "0" IF NOT NAMED.**

**PROBE:** Any others?

K2. Of these you just named, I would like to know which is your primary responsibility. **CIRCLE 1 IN FIRST COLUMN FOR PRIMARY RESPONSIBILITY.**

And which of the ones you named is your secondary responsibility? **CIRCLE 2 IN SECOND COLUMN FOR SECONDARY RESPONSIBILITY.**

And what about your third responsibility? **CIRCLE 3 IN THIRD COLUMN FOR THIRD RESPONSIBILITY.**



	K1.		K2.		
	YES	NO	THREE MAJOR RESPONSIBILITIES		
a. Develop curriculum, schedules, and classroom plans .....	1	0	1	2	3
b. Assist director in program management activities.....	1	0	1	2	3
c. Provide or arrange for staff training/education .....	1	0	1	2	3
d. Arrange for IEPs and special services for children with disabilities .....	1	0	1	2	3
e. Conduct child assessments.....	1	0	1	2	3
f. Arrange or support for administration of local child assessments.....	1	0	1	2	3
g. Arrange for administration of National Reporting System assessments.....	1	0	1	2	3
h. Arrange for the administration of the Mentor-Coach Initiative.....	1	0	1	2	3
i. Provide supervision and mentoring for classroom staff .....	1	0	1	2	3
j. Manage transition to school activities.....	1	0	1	2	3
k. Provide parent education.....	1	0	1	2	3
l. Provide outreach, recruitment, and enrollment services.....	1	0	1	2	3
m. Supervise home visitors.....	1	0	1	2	3
n. Arrange for services for children with other community services.....	1	0	1	2	3
o. Arrange activities that involve parents.....	1	0	1	2	3
p. Another responsibility (SPECIFY) .....	1	0	1	2	3
q. (OTHER) (SPECIFY) .....	1	0	1	2	3
r. (OTHER) (SPECIFY) .....	1	0	1	2	3

K3. For which of the following topics have you scheduled in-service trainings for your teachers, either for this year or last year? Please look at this card and tell me which types of in-service trainings you scheduled. **CIRCLE “1” FOR ALL NAMED. CIRCLE “0” IF NOT NAMED.**

**PROBE:** Any others?

K4. Of these you just named, I would like to know which is the most important in your opinion. **CIRCLE 1 IN FIRST COLUMN FOR MOST IMPORTANT.**

And which of the ones you named do you think is the next most important? **CIRCLE 2 IN SECOND COLUMN FOR SECOND MOST IMPORTANT.**

And what about the third most important? **CIRCLE 3 IN THIRD COLUMN FOR THIRD MOST IMPORTANT.**

SHOW CARD
--------------

	K3.		K4.		
	YES	NO	THREE MOST IMPORTANT		
a. General child development and ECE .....	1	0	1	2	3
b. Curriculum materials and teaching strategies.....	1	0	1	2	3
c. Involving parents in the classroom .....	1	0	1	2	3
d. Classroom management strategies.....	1	0	1	2	3
e. Classroom safety, hygiene, and health .....	1	0	1	2	3
f. Assessment of child progress .....	1	0	1	2	3
g. Observation of child behavior.....	1	0	1	2	3
h. Effective communication with parents about their child's progress or problems .....	1	0	1	2	3
i. Child abuse or neglect .....	1	0	1	2	3
j. Supervision of classroom workers (e.g., volunteers) .....	1	0	1	2	3
k. Team teaching .....	1	0	1	2	3
l. Something else (SPECIFY).....	1	0	1	2	3
_____					
m. (OTHER) (SPECIFY).....	1	0	1	2	3
n. (OTHER) (SPECIFY).....	1	0	1	2	3
_____					

## B. TEACHER EDUCATION INITIATIVES AND STAFF TRAINING

My next questions are about efforts to promote teacher education and training.

B1. Do you have any efforts in place to help teachers and assistant teachers get their CDA's?

YES..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r

B2. Do you have any efforts in place to help teachers and assistant teachers get their Associate's (A) or Bachelor's (BA) degrees?

YES..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r

} → **GO TO B4**

B3. What are you doing to help teachers and assistant teachers get their AA or BA degrees?  
 Are you . . .

	YES	NO	DON'T KNOW	REFUSED
a. providing tuition assistance? .....	1	0	d	r
b. giving teachers release time?.....	1	0	d	r
c. providing assistance for course books? .....	1	0	d	r
d. providing AA or BA courses onsite? .....	1	0	d	r
e. Anything else? (SPECIFY).....	1	0	d	r
_____				

B4. How often do your (READ TYPE OF STAFF) participate in training and technical assistance activities? Is it every week, 2 or 3 times a month, monthly, once every few months, or once a year or less?



	EVERY WEEK	2 OR 3 TIMES PER MONTH	MONTHLY	ONCE EVERY FEW MONTHS	ONCE A YEAR OR LESS	DON'T KNOW	REFUSED
a. teachers and assistant teachers.....	1	2	3	4	5	d	r
b. family service workers.....	1	2	3	4	5	d	r
c. health staff .....	1	2	3	4	5	d	r

B5. Who conducts the training?

CIRCLE ALL MENTIONED

- CENTER OR GRANTEE STAFF ..... 1
- OTHER COMMUNITY RESOURCES ..... 2
- LOCAL CONSULTANTS ..... 3
- REGIONAL T/TA CONTRACTOR ..... 4
- NATIONAL HEAD START ASSOCIATION ..... 5
- STATE OR NATIONAL CONFERENCES (SUCH AS NAEYC) ..... 6
- PRIVATE COMPANIES OR ORGANIZATIONS (SUCH AS, HIGH SCOPE, TEACHING STRATEGIES) ..... 7
- OTHER (SPECIFY) ..... 8

---

- DO NOT HAVE TRAININGS ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

B6. Has your program consulted with regional T/TA specialists, TA content specialists, or other TA contractor staff?

- YES ..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

B7. Has your program developed a T/TA plan?

- YES..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → **GO TO B9**

B8. Did the T/TA contractor assist in developing the T/TA plan?

- YES..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

B9. Has your program participated in training or TA sessions provided by the TA contractor?

- YES..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → **GO TO B12**

B10. Did other programs besides your own program participate in any of these trainings or TA sessions

- YES..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

B11. Overall, how helpful is the training and technical assistance your staff receive? Would you say . . .

- very helpful,..... 1
- fairly helpful,..... 2
- could be more helpful, or ..... 3
- could be much more helpful? ..... 4
- DON'T KNOW ..... d
- REFUSED ..... r

B12. Would you like to have more training and technical assistance?

- YES..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

B13. Do you have mentor teachers to work with teachers in classrooms?

- YES..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → GO TO E1

B14. Are your mentor teachers . . .

	YES	NO	DON'T KNOW	REFUSED
a. more experienced teachers in your program? .....	1	0	d	r
b. education coordinators?.....	1	0	d	r
c. consultants hired by your program? .....	1	0	d	r

B15. How often do they come to the classroom? Would you say . . .

- once a week, ..... 1
- once every two weeks, ..... 2
- once a month, or ..... 3
- less than once a month? ..... 4
- DON'T KNOW ..... d
- REFUSED ..... r

## E. CURRICULUM, CLASSROOM ACTIVITIES, AND ASSESSMENT

Now I'd like to ask a few questions about the curriculum used in your program.

E1. Is a specific curriculum or combination of curricula used in your program?

- YES, SPECIFIC CURRICULUM ..... 1  
 YES, COMBINATION ..... 2  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r
- } → GO TO E4

E2. What (curriculum does/curricula do) you use?

**PROBE:** Any others?

**CODE ALL CURRICULA NAMED. IF MORE THAN ONE CURRICULA IS NAMED, ASK E3, ELSE GO TO E4.**

E3. What is your main curriculum?

	E2. CIRCLE ALL THAT APPLY	E3. CIRCLE ONLY ONE		
		MAIN CURRICULA	DON'T KNOW	REFUSED
CREATIVE CURRICULUM .....	11	11	d	r
HIGH/SCOPE .....	12	12	d	r
HIGH REACH .....	13	13	d	r
LET'S BEGIN WITH THE LETTER PEOPLE .	14	14	d	r
MONTESSORI.....	15	15	d	r
BANK STREET .....	16	16	d	r
CREATING CHILD CENTERED CLASSROOMS – STEP BY STEP.....	17	17	d	r
SCHOLASTIC CURRICULUM .....	18	18	d	r
LOCALLY DESIGNED CURRICULUM .....	19	19	d	r
CURIOSITY CORNER .....	20	20	d	r
OTHER (SPECIFY).....	21	21	d	r

E4. Who makes *most* of the decisions about the day-to-day plans for children, such as the calendar or sequence of activities? Is it . . .

- Head Start program administrators,..... 1
  - individual center directors and staff, ..... 2
  - managers, specialists and coordinators,..... 3
  - individual teachers,..... 4
  - parents, or ..... 5
  - someone else? (SPECIFY) ..... 6
- 
- DON'T KNOW ..... d
  - REFUSED ..... r

E5. Do you have any efforts to improve children's early literacy skills, that is, to teach them more about letters, word sounds, words, writing, understanding and appreciating books and reading?

- YES..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → GO TO E13

E6. Do your efforts include using any of the following . . .

	YES	NO	DON'T KNOW	REFUSED
a. Parent Literacy Mentor Training? .....	1	0	d	r
b. Mentor - Coach Training?.....	1	0	d	r
c. Steps to Success? .....	1	0	d	r
d. What other efforts? (SPECIFY) .....	1	0	d	r

---

E7. (As part of this effort,) do you encourage teachers in your program to do more of any of the following kinds of activities? I will first ask you about language and literacy activities and then about math activities. How about . . .



Would you say teachers are very much encouraged, somewhat encouraged, not very much encouraged, or not at all encouraged to do this?

	VERY MUCH ENCOURAGED	SOMEWHAT ENCOURAGED	NOT VERY MUCH ENCOURAGED	NOT AT ALL ENCOURAGED	DON'T KNOW	REFUSED
a. reading stories to the children? .....	1	2	3	4	d	r
b. retelling stories? .....	1	2	3	4	d	r
c. discussing new words? .....	1	2	3	4	d	r
d. learning about rhyming words and word families? ...	1	2	3	4	d	r
e. learning about common prepositions, such as over and under, up and down?...	1	2	3	4	d	r
f. learning about conventions of print (left to right orientation, book holding)? .	1	2	3	4	d	r
g. learning the names of letters? .....	1	2	3	4	d	r
h. writing letters of the alphabet? .....	1	2	3	4	d	r
i. writing own name? .....	1	2	3	4	d	r
j. working on phonics? .....	1	2	3	4	d	r
k. count out loud? .....	1	2	3	4	d	r
l. work with geometric manipulatives (for example, parquetry blocks, or shape puzzles)? .....	1	2	3	4	d	r
m. work with counting manipulatives (things for children to count) to learn basic operations (for example, adding and subtracting)? .....	1	2	3	4	d	r
n. play math-related games?..	1	2	3	4	d	r
o. use music to understand math concepts? .....	1	2	3	4	d	r
p. work with rulers, measuring cups, spoons, or other measuring instruments? .....	1	2	3	4	d	r
q. engage in calendar-related activities? .....	1	2	3	4	d	r
r. engage in activities related to telling time? .....	1	2	3	4	d	r
s. engage in activities that involve shapes and patterns? .....	1	2	3	4	d	r

E8. Not including the NRS, over the course of the Head Start year, how often does your program assess each child's development? Is it . . .

- never, ..... 0 → **GO TO E12**
- once, ..... 1
- twice, ..... 2
- three or more times? ..... 3
- DON'T KNOW ..... d
- REFUSED ..... r

E9. What is the main child assessment tool that you use?

**IF RESPONSE IS THE NATIONAL REPORTING SYSTEM/NRS, ASK:** What is the main child assessment tool selected just for your program?

**IF DIFFICULTY NAMING:** Would you like to see a list of some commonly used assessment tools? You may be using one of those or something else.

CIRCLE ONE ONLY



- THE CREATIVE CURRICULUM DEVELOPMENTAL CONTINUUM ASSESSMENT TOOLKIT FOR AGES 3-5 ... 1
  - HIGH/SCOPE CHILD OBSERVATION RECORD (COR)... 2
  - GALILEO ..... 3
  - AGES AND STAGES QUESTIONNAIRES: A PARENT-COMPLETED, CHILD-MONITORING SYSTEM..... 4
  - DESIRED RESULTS DEVELOPMENTAL PROFILE (DRDP) ..... 5
  - WORK SAMPLING SYSTEM FOR HEAD START ..... 6
  - LEARNING ACCOMPLISHMENT PROFILE SCREENING (LAP INCLUDING E-LAP, LAP-R AND LAP-D)..... 7
  - HAWAII EARLY LEARNING PROFILE (HELP)..... 8
  - BRIGANCE PRESCHOOL SCREEN FOR THREE AND FOUR YEAR OLD CHILDREN ..... 9
  - ASSESSMENT DESIGNED FOR THIS PROGRAM ..... 10
  - THE HEAD START NATIONAL REPORTING SYSTEM (NRS) ..... 11
  - OTHER (SPECIFY)..... 12
- 
- DO NOT USE A CHILD ASSESSMENT TOOL..... 13 → **GO TO E12**
  - DON'T KNOW..... d
  - REFUSED..... r

E10. What methods do you use for these assessments? Would you say . . .

- ratings based on observation or work sampling, ..... 1
  - testing with standardized tests or assessment or screening instruments, ..... 2
  - both observation-based ratings and direct assessments, or ..... 3
  - something else? (SPECIFY)..... 4
- 
- DO NOT ASSESS ..... 0
  - DON'T KNOW ..... d
  - REFUSED..... r
- } → **GO TO E12**

E11. How often is each child's development and assessment results (READ ITEM) . . .

Is it once at the beginning of the program year, once at the end of the program year, both at the beginning and at the end of the program year, or more often?

	ONCE AT BEGINNING OF YEAR	ONCE AT END OF YEAR	BEGINNING AND END OF YEAR	MORE OFTEN	DON'T KNOW	REFUSED
a. reported to parents?.....	1	2	3	4	d	r
b. reported to program administrators? .....	1	2	3	4	d	r
c. recorded in child's record? .....	1	2	3	4	d	r

E12. Have you or somebody else in your program used the National Reporting System program-level reports?

YES..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r

} → **GO TO L1**

E13. Have you or someone else in your program . . .

	YES	NO	DON'T KNOW	REFUSED
a. reported NRS results at a management level? .....	1	0	d	r
b. reported NRS results to teachers? .....	1	0	d	r
c. reported NRS results to parents or your Policy Council? .....	1	0	d	r
d. reported NRS results to funding sources or advisory boards? .....	1	0	d	r
e. used the NRS reports in another way? (SPECIFY) ... _____	1	0	d	r

E14. Has your program made any changes in classroom practices as a result of the program NRS reports?

YES..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r

} → **GO TO H1**

E15. Because of program level NRS reports, have you increased focus on . . .

	YES	NO	DON'T KNOW	REFUSED
a. letter naming activities?.....	1	0	d	r
b. general literacy and reading skills? .....	1	0	d	r
c. counting and number recognition? .....	1	0	d	r
d. math skills (addition/subtraction, etc.)? .....	1	0	d	r
e. purchased classroom materials?.....	1	0	d	r
f. purchased books or literacy materials? .....	1	0	d	r
g. encouraged parents to supplement classroom learning at home? .....	1	0	d	r
h. something else? (SPECIFY) .....	1	0	d	r

---

## H. OVERVIEW OF PROGRAM MANAGEMENT

H1. Now, please tell me the extent to which you agree with each of the following statements about your experiences with the policies and procedures in your program. Tell me whether you strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree. For this question, “teachers” refers to both teachers and teacher assistants.



Your Head Start Program . . .

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW	REFUSED
a. helps teachers feel good about their jobs? .....	1	2	3	4	5	d	r
b. promotes teamwork among teachers? .....	1	2	3	4	5	d	r
c. helps teachers feel that they are part of a team?.....	1	2	3	4	5	d	r
d. ensures that teachers do not feel isolated?.....	1	2	3	4	5	d	r
e. provides enough assistance to teachers in the classroom? .....	1	2	3	4	5	d	r
f. provides orientation to new teachers? .....	1	2	3	4	5	d	r
g. helps new teachers adjust to the classroom? .....	1	2	3	4	5	d	r
h. knows what teachers deal with in the classroom? .....	1	2	3	4	5	d	r
i. has timely delivery of materials for use in classrooms?.....	1	2	3	4	5	d	r
j. provides opportunities for teachers to identify their strengths and weaknesses?...	1	2	3	4	5	d	r
k. provides an atmosphere that is free from destructive gossip? .....	1	2	3	4	5	d	r
l. provides freedom for teachers to create their own unique classrooms?.....	1	2	3	4	5	d	r

## L. OVERVIEW OF HEAD START CLASSROOMS

- L1. I'm going to read some statements that some staff have made about how children in Head Start should be taught and managed. Please tell me whether each statement agrees or disagrees with your personal beliefs about good teaching practice in Head Start.

SHOW  
CARD

(READ ITEM.) Do you strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree with that statement?

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW	REFUSED
a. Head Start classroom activities should be responsive to individual differences in development .....	1	2	3	4	5	d	r
b. Each curriculum area should be taught as a separate subject at separate times.....	1	2	3	4	5	d	r
c. Children should be allowed to select many of their own activities from a variety of learning areas that the teacher has prepared (writing, science center, etc.).....	1	2	3	4	5	d	r
d. Children should be allowed to cut their own shapes, perform their own steps in an experiment, and plan their own creative drama, art, and writing activities .....	1	2	3	4	5	d	r
e. Students should work silently and alone on seatwork .....	1	2	3	4	5	d	r
f. Children in Head Start classrooms should learn through active explorations.....	1	2	3	4	5	d	r
g. Head Start teachers should use treats, stickers, or stars to encourage appropriate behavior .....	1	2	3	4	5	d	r
h. Head Start teachers should use punishments or reprimands to encourage appropriate behavior .....	1	2	3	4	5	d	r
i. Children should be involved in establishing rules for the classroom .....	1	2	3	4	5	d	r
j. Children should be instructed in recognizing the single letters of the alphabet, isolated from words .....	1	2	3	4	5	d	r
k. Children should learn to color within predefined lines .....	1	2	3	4	5	d	r
l. Children in Head Start classrooms should learn to form letters correctly on a printed page.....	1	2	3	4	5	d	r
m. Children should dictate stories to the teacher ..	1	2	3	4	5	d	r
n. Children should know their letter sounds before they learn to read.....	1	2	3	4	5	d	r
o. Children should form letters correctly before they are allowed to create a story.....	1	2	3	4	5	d	r

## I. EMPLOYMENT AND EDUCATIONAL BACKGROUND

Now, I'd like to ask you some questions about your professional background and your job with Head Start.

11. In what month and year did you start working for this Head Start program?

|\_|\_| MONTH |\_|\_|\_|\_| YEAR

DON'T KNOW ..... d

REFUSED ..... r

12. In total, how many years have you worked with any Head Start or Early Head Start Program? **ROUND RESPONSE TO NEAREST NUMBER OF YEARS. NOTE: HEAD START HAS BEEN IN EXISTENCE FOR ABOUT 40 YEARS.**

|\_|\_| YEARS

DON'T KNOW ..... d

REFUSED ..... r

13. How many hours per week are you paid to work for Head Start?

|\_|\_| HOURS AND |\_|\_| MINUTES PER WEEK

DON'T KNOW ..... d

REFUSED ..... r

14. How many hours per week do you actually work for Head Start?

|\_|\_| HOURS AND |\_|\_| MINUTES PER WEEK

DON'T KNOW ..... d

REFUSED ..... r

15. How many months per year are you paid to work for Head Start?

|\_|\_| MONTHS PER YEAR

DON'T KNOW ..... d

REFUSED ..... r

16. In your current Head Start position(s), how much do the following make it harder for you to do your job well?

(READ ITEM.) Does this make it a great deal harder, somewhat harder, or not at all harder for you to do your job well?



	GREAT DEAL HARDER	SOMEWHAT HARDER	NOT AT ALL	DON'T KNOW
a. Time constraints (not enough hours in the day) ..	3	2	1	d
b. Too many conflicting demands.....	3	2	1	d
c. Not a high enough salary for the job demands ...	3	2	1	d
d. Lack of support staff.....	3	2	1	d
e. Not enough training and technical assistance for professional development.....	3	2	1	d
f. Not enough support and communication from regional office.....	3	2	1	d
g. Not enough funds for supplies and activities .....	3	2	1	d
h. Dealing with a challenging population .....	3	2	1	d
i. Staff turn over.....	3	2	1	d
j. Lack of parent support.....	3	2	1	d
k. Lack of qualified teaching staff .....	3	2	1	d
l. Anything else? (SPECIFY) .....	3	2	1	d

17. Which of the following benefits are available to you through Head Start?

	YES	NO	DON'T KNOW	REFUSED
a. Paid vacation time.....	1	0	d	r
b. Paid sick leave.....	1	0	d	r
c. Paid (maternity/paternity) leave.....	1	0	d	r
d. Unpaid (maternity/paternity) leave .....	1	0	d	r
e. Paid family leave.....	1	0	d	r
f. Fully or partially paid health insurance .....	1	0	d	r
g. Fully or partially paid dental insurance .....	1	0	d	r
h. Tuition reimbursement .....	1	0	d	r
i. Retirement plan .....	1	0	d	r

18. Please tell me the extent to which you agree with each of the following statements. Tell me whether you strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree.



	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW	REFUSED
a. I really enjoy my present job .....	1	2	3	4	5	d	r
b. I am certain I am making a difference in the lives of children .....	1	2	3	4	5	d	r
c. If I could start over, I would choose education again as my career.....	1	2	3	4	5	d	r

19. How likely are you to continue working for Head Start through the rest of this Head Start year (through 2007-2008)? Would you say you are . . .

- very likely, ..... 1
- somewhat likely, ..... 2
- somewhat unlikely, or ..... 3
- very unlikely? ..... 4
- DON'T KNOW ..... d
- REFUSED ..... r

110. Do you have any children living in your household who attend Head Start now?

- YES..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

111. Did you ever have a child in your household who attended Head Start?

- YES..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

I12. What is the highest grade or year of school that you completed?

CIRCLE ONE RESPONSE

- |  |    |     |                  |
|--|----|-----|------------------|
| UP TO 8TH GRADE .....  | 1  | } → | <b>GO TO I16</b> |
| 9TH TO 11TH GRADE.....   | 2  |     |                  |
| 12TH GRADE BUT NO DIPLOMA .....  | 3  |     |                  |
| HIGH SCHOOL DIPLOMA/EQUIVALENT.....  | 4  |     |                  |
| VOC/TECH PROGRAM AFTER HIGH SCHOOL<br>BUT NO VOC/TECH DIPLOMA .....                                    | 5  |     |                  |
| VOC/TECH DIPLOMA AFTER HIGH SCHOOL .....   | 6  |     |                  |
| SOME COLLEGE BUT NO DEGREE .....   | 7  | →   | <b>GO TO I14</b> |
| ASSOCIATE’S DEGREE .....   | 8  | } → | <b>GO TO I13</b> |
| BACHELOR’S DEGREE .....  | 9  |     |                  |
| GRADUATE OR PROFESSIONAL SCHOOL<br>BUT NO DEGREE .....   | 10 |     |                  |
| MASTER’S DEGREE (MA, MS).....  | 11 |     |                  |
| DOCTORATE DEGREE (PH.D., ED.D.) .....  | 12 |     |                  |
| PROFESSIONAL DEGREE AFTER BACHELOR’S<br>DEGREE (MEDICINE/MD; DENTISTRY/DDS;<br>LAW/JD/LLB; ETC.) ..... | 13 | } → | <b>GO TO I16</b> |
| DON’T KNOW.....  | d  |     |                  |
| REFUSED.....   | r  |     |                  |

I13. In what field did you obtain your highest degree?

- |  |   |
|--|---|
| CHILD DEVELOPMENT OR<br>DEVELOPMENTAL PSYCHOLOGY .....                 | 1 |
| EARLY CHILDHOOD EDUCATION .....  | 2 |
| ELEMENTARY EDUCATION .....   | 3 |
| SPECIAL EDUCATION .....  | 4 |
| OTHER FIELD (SPECIFY) .....  | 5 |
| <hr/>  |   |
| EDUCATION, BUSINESS ADMINISTRATION /<br>MANAGEMENT & SUPERVISION ..... | 6 |
| DON’T KNOW .....   | d |
| REFUSED .....  | r |

I14. Did your schooling include 6 or more college courses in early childhood education or child development?

YES..... 1 → **GO TO CHECK BOX BEFORE I16**  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

I15. Have you completed 6 or more college courses in early childhood education or child development since you finished your degree?

YES..... 1  
NO ..... 0  
DON'T KNOW ..... d  
REFUSED ..... r

**CHECK BOX: DID RESPONDENT ATTEND COLLEGE (I12 EQUALS 7, 8, 9, 10, 11, 12, 13)?**

YES..... 1 → **ASK I16**  
NO ..... 0 → **GO TO I22**

I16. What is the name of the college or university where you completed your highest degree?

\_\_\_\_\_  
NAME OF COLLEGE/UNIVERSITY  
DON'T KNOW ..... d  
REFUSED ..... r

I17. In what city and state is the (college/university) located?

CITY: \_\_\_\_\_  
STATE: \_\_\_\_\_  
DON'T KNOW ..... d  
REFUSED ..... r

118. Do you have a Child Development Associate (CDA) credential?
- YES..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r
119. Do you have a state-awarded preschool certificate?
- YES..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r
120. Do you have a teaching certificate or license?
- YES..... 1  
 NO ..... 0  
 DON'T KNOW ..... d  
 REFUSED ..... r
121. Are you currently enrolled in any additional teacher-related training or education, including post-secondary school degrees, graduate degrees, etc.?
- NOT CURRENTLY ENROLLED..... 1  
 CHILD DEVELOPMENT ASSOCIATE (CDA)  
 DEGREE PROGRAM..... 2  
 TEACHING CERTIFICATE ..... 3  
 SPECIAL EDUCATION TEACHING DEGREE ..... 4  
 GRADUATE DEGREE (MASTER'S  
 OR PH.D. OR ED.D.) ..... 5  
 OTHER (SPECIFY) ..... 6
- 
- DON'T KNOW ..... d  
 REFUSED ..... r

I22. Are you currently a member of a professional association for early childhood education (e.g., NAEYC, NHSA, NEA)?

- YES..... 1
- NO ..... 0
- DON'T KNOW ..... d
- REFUSED ..... r

I23. What is your total annual salary (before taxes) as a coordinator for the current school year?

- \$ |\_|\_|\_|\_|,|\_|\_|\_|\_| PER YEAR
- DON'T KNOW ..... d
  - REFUSED ..... r

I24. **CODE WITHOUT ASKING:** What is your gender?

- MALE ..... 1
- FEMALE..... 2

I25. In what year were you born?

- |\_|\_|\_|\_| YEAR
- DON'T KNOW ..... d
  - REFUSED ..... r

I26a. Are you of Spanish, Hispanic, or Latino origin?

- YES..... 1
- NO ..... 0 → **GO TO I28**
- DON'T KNOW ..... d
- REFUSED ..... r

127. Which one of these best describes you . . .

- Mexican, Mexican American, Chicano,..... 1
- Puerto Rican, ..... 2
- Cuban, or ..... 3
- another Spanish/Hispanic/Latino group?(SPECIFY)..... 4
- \_\_\_\_\_
- DON'T KNOW ..... d
- REFUSED ..... r

128. What is your race? You may name more than one if you like.

CIRCLE ALL THAT ARE MENTIONED

- WHITE ..... 11
- BLACK OR AFRICAN AMERICAN ..... 12
- AMERICAN INDIAN OR ALASKA NATIVE (SPECIFY) .. 13
- \_\_\_\_\_
- ASIAN INDIAN ..... 14
- CHINESE ..... 15
- FILIPINO ..... 16
- JAPANESE ..... 17
- KOREAN..... 18
- VIETNAMESE ..... 19
- ASIAN (NOT FURTHER SPECIFIED) ..... 20
- NATIVE HAWAIIAN..... 21
- GUAMANIAN OR CHAMORRO ..... 22
- SAMOAN ..... 23
- OTHER PACIFIC ISLANDER (SPECIFY)..... 24
- \_\_\_\_\_
- ANOTHER RACE (SPECIFY) ..... 25
- \_\_\_\_\_
- DON'T KNOW ..... d
- REFUSED ..... r

I29. Do you speak a language other than English?

- YES..... 1
  - NO ..... 0
  - DON'T KNOW ..... d
  - REFUSED ..... r
- } → GO TO J1

I30. What languages?

CIRCLE ALL THAT APPLY

- FRENCH ..... 11
  - SPANISH ..... 12
  - CAMBODIAN (KHMER). ..... 13
  - CHINESE ..... 14
  - HAITIAN CREOLE ..... 15
  - HMONG ..... 16
  - JAPANESE ..... 17
  - KOREAN ..... 18
  - VIETNAMESE ..... 19
  - ARABIC..... 20
  - OTHER (SPECIFY) ..... 21
- 
- DON'T KNOW ..... d
  - REFUSED ..... r

## J. CONCLUDING THOUGHTS

Finally, I would like you to think about your Head Start program overall, and all of the experiences and services the center is providing to children and their families.

- J1. If you could change one thing that you think would significantly improve the services your center is providing, what would it be? **ASK RESPONDENT TO CHOOSE ONLY ONE.**

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- J2. Finally, what two things do you think your center does really well for children and their families? **ASK RESPONDENT TO CHOOSE ONLY TWO.**

1. 

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2. 

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Thank you very much for your cooperation. You've been very helpful!

**THANK YOU FOR YOUR PARTICIPATION IN FACES!**

OMB #: 0970-0151  
Expiration Date: 06/30/2009

**MATHEMATICA**  
Policy Research, Inc.



**Kindergarten Followup to the  
Head Start Family and Child  
Experiences Survey**

*Kindergarten Teacher Survey*

*Spring 2008 - 2009*



According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0970-0151. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.



Dear Teacher,

Welcome to the Kindergarten Followup to the Head Start Family and Child Experiences Survey (FACES). We are asking you to participate because one or more children in your class are part of the FACES study. Mathematica Policy Research, Inc. (MPR) is conducting FACES under contract with the Administration for Children and Families (ACF) of the U. S. Department of Health and Human Services (DHHS). The study is following a national sample of approximately 3,500 Head Start children and their families from the time they first enrolled in Head Start through the end of kindergarten.

To enhance the information we obtain by assessing the children and interviewing their parents, we would like you to complete this survey. It will take approximately 30 minutes of your time. The first part of the survey (the Kindergarten Teacher Survey) asks questions about your school, your class, and your teaching background and training. Completing this survey will take approximately 20 minutes of your time. The second part of the survey (the Teacher Child Report) asks questions about the social skills, problem behaviors, and approaches to learning that you have observed in each of the children in the study who are in your class. Completing this survey will take approximately 10 minutes of your time.

Your principal and school district have approved your participation in this study. Your participation in this survey is voluntary, and you may refuse to answer any questions. Your responses are confidential and will not be reported except as aggregate numbers.

If you have any questions, please call our toll-free number at 888-633-8349 or email us at [FACES@mathematica-mpr.com](mailto:FACES@mathematica-mpr.com)

Please return this questionnaire to MPR in the enclosed envelope.

Thank you.

## GENERAL INSTRUCTIONS:

- Please answer each question carefully. There are no right and wrong answers.
- Please answer the following types of questions by filling in the square or placing an X in the square of the response that most closely matches your answer.

↳ **Correct:**     **or**

- If you wish **to change** an answer, fill in the square or place an X for your preferred answer, and **circle** that preferred answer.

↳ **Correct:**     **or**

## CHILD VERIFICATION TABLE

**INSTRUCTIONS:** First, we would like to verify the FACES child or children who are in your class. Our records show the following FACES children are in your class. Please mark, in **Column A** whether each child is currently in your class, was in your class but has left, was never in your class (but you know the child) or is unknown to you. If the child was never in your class or you do not know him or her, please go to the next child.

If a child is in your class, please check one box in **COLUMN B**—either AM, PM, or FULL-DAY. Please also answer the second question (B1) to tell us how long the child has been in a class you are responsible for. If a child has moved from one of your classes to another during the year, but was in your class for the entire year, please check the box for the entire year.

	COLUMN A	COLUMN B		
	This child...	CURRENTLY IN MY CLASS		
Name of Child		AM	PM	FULL-DAY
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/>	1 <input type="checkbox"/> is currently in my class →  2 <input type="checkbox"/> was in my class but has left (GO TO COLUMN C- see next page)  3 <input type="checkbox"/> is not in my class, but I know him or her (GO TO COLUMN C- see next page)  4 <input type="checkbox"/> was never in my class	1 <input type="checkbox"/>    B1. How long has this child been in your AM or PM or FULL-DAY classroom this school year?  <b>MARK ONLY ONE</b> 1 <input type="checkbox"/> Entire school year 2 <input type="checkbox"/> More than one semester but less than the entire school year 3 <input type="checkbox"/> More than one quarter but less than one semester 4 <input type="checkbox"/> Less than one quarter of the school year	2 <input type="checkbox"/>    	3 <input type="checkbox"/>    
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/>	1 <input type="checkbox"/> is currently in my class →  2 <input type="checkbox"/> was in my class but has left (GO TO COLUMN C- see next page)  3 <input type="checkbox"/> is not in my class, but I know him or her (GO TO COLUMN C- see next page)  4 <input type="checkbox"/> was never in my class	1 <input type="checkbox"/>    B1. How long has this child been in your AM or PM or FULL-DAY classroom this school year?  <b>MARK ONLY ONE</b> 1 <input type="checkbox"/> Entire school year 2 <input type="checkbox"/> More than one semester but less than the entire school year 3 <input type="checkbox"/> More than one quarter but less than one semester 4 <input type="checkbox"/> Less than one quarter of the school year	2 <input type="checkbox"/>    	3 <input type="checkbox"/>    
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/>	1 <input type="checkbox"/> is currently in my class →  2 <input type="checkbox"/> was in my class but has left (GO TO COLUMN C- see next page)  3 <input type="checkbox"/> is not in my class, but I know him or her (GO TO COLUMN C- see next page)  4 <input type="checkbox"/> was never in my class	1 <input type="checkbox"/>    B1. How long has this child been in your AM or PM or FULL-DAY classroom this school year?  <b>MARK ONLY ONE</b> 1 <input type="checkbox"/> Entire school year 2 <input type="checkbox"/> More than one semester but less than the entire school year 3 <input type="checkbox"/> More than one quarter but less than one semester 4 <input type="checkbox"/> Less than one quarter of the school year	2 <input type="checkbox"/>    	3 <input type="checkbox"/>    

If a listed child IS NOT IN YOUR CLASS, please check one box in **COLUMN C** to tell us as much as you can about where the child is – in another kindergarten in your school, in kindergarten in another school, or in some other program. Then please provide us with as much information as you can about the child's new class or school so that we can contact them.

**COLUMN C**

**NOT CURRENTLY IN MY CLASS**

In another kindergarten in this school	In kindergarten in another school	In PreK or transitional kindergarten	Returned to a Head Start program	Do not know where child currently is
4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/> ↓ <b>GO TO NEXT CHILD</b>

PLEASE PROVIDE CURRENT INFORMATION FOR THE CHILD

DATE LEFT CLASS: / /   
Month Day Year

NAME OF SCHOOL CHILD NOW ATTENDS: \_\_\_\_\_

d  Don't Know

NAME OF CHILD'S TEACHER: \_\_\_\_\_

d  Don't Know

ADDRESS OF SCHOOL: \_\_\_\_\_

d  Don't Know

In another kindergarten in this school	In kindergarten in another school	In PreK or transitional kindergarten	Returned to a Head Start program	Do not know where child currently is
4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/> ↓ <b>GO TO NEXT CHILD</b>

PLEASE PROVIDE CURRENT INFORMATION FOR THE CHILD

DATE LEFT CLASS: / /   
Month Day Year

NAME OF SCHOOL CHILD NOW ATTENDS: \_\_\_\_\_

d  Don't Know

NAME OF CHILD'S TEACHER: \_\_\_\_\_

d  Don't Know

ADDRESS OF SCHOOL: \_\_\_\_\_

d  Don't Know

In another kindergarten in this school	In kindergarten in another school	In PreK or transitional kindergarten	Returned to a Head Start program	Do not know where child currently is
4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/> ↓ <b>GO TO NEXT CHILD</b>

PLEASE PROVIDE CURRENT INFORMATION FOR THE CHILD

DATE LEFT CLASS: / /   
Month Day Year

NAME OF SCHOOL CHILD NOW ATTENDS: \_\_\_\_\_

d  Don't Know

NAME OF CHILD'S TEACHER: \_\_\_\_\_

d  Don't Know

ADDRESS OF SCHOOL: \_\_\_\_\_

d  Don't Know

**INSTRUCTIONS:** First, we would like to verify the FACES child or children who are in your class. Our records show the following FACES children are in your class. Please mark, in **Column A** whether each child is currently in your class, was in your class but has left, was never in your class (but you know the child) or is unknown to you. If the child was never in your class or you do not know him or her, please go to the next child.

If a child is in your class, please check one box in **COLUMN B**—either AM, PM, or FULL-DAY. Please also answer the second question (B1) to tell us how long the child has been in a class you are responsible for. If a child has moved from one of your classes to another during the year, but was in your class for the entire year, please check the box for the entire year.

Name of Child	COLUMN A	COLUMN B		
	This child...	CURRENTLY IN MY CLASS		
Name of Child	This child...	AM	PM	FULL-DAY
_____	1 <input type="checkbox"/> is currently in my class → 2 <input type="checkbox"/> was in my class but has left (GO TO COLUMN C- see next page) 3 <input type="checkbox"/> is not in my class, but I know him or her (GO TO COLUMN C- see next page) 4 <input type="checkbox"/> was never in my class	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
		B1. How long has this child been in your AM or PM or FULL-DAY classroom this school year? <b>MARK ONLY ONE</b> 1 <input type="checkbox"/> Entire school year 2 <input type="checkbox"/> More than one semester but less than the entire school year 3 <input type="checkbox"/> More than one quarter but less than one semester 4 <input type="checkbox"/> Less than one quarter of the school year		
Name of Child	This child...	AM	PM	FULL-DAY
_____	1 <input type="checkbox"/> is currently in my class → 2 <input type="checkbox"/> was in my class but has left (GO TO COLUMN C- see next page) 3 <input type="checkbox"/> is not in my class, but I know him or her (GO TO COLUMN C- see next page) 4 <input type="checkbox"/> was never in my class	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
		B1. How long has this child been in your AM or PM or FULL-DAY classroom this school year? <b>MARK ONLY ONE</b> 1 <input type="checkbox"/> Entire school year 2 <input type="checkbox"/> More than one semester but less than the entire school year 3 <input type="checkbox"/> More than one quarter but less than one semester 4 <input type="checkbox"/> Less than one quarter of the school year		
Name of Child	This child...	AM	PM	FULL-DAY
_____	1 <input type="checkbox"/> is currently in my class → 2 <input type="checkbox"/> was in my class but has left (GO TO COLUMN C- see next page) 3 <input type="checkbox"/> is not in my class, but I know him or her (GO TO COLUMN C- see next page) 4 <input type="checkbox"/> was never in my class	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
		B1. How long has this child been in your AM or PM or FULL-DAY classroom this school year? <b>MARK ONLY ONE</b> 1 <input type="checkbox"/> Entire school year 2 <input type="checkbox"/> More than one semester but less than the entire school year 3 <input type="checkbox"/> More than one quarter but less than one semester 4 <input type="checkbox"/> Less than one quarter of the school year		

If a listed child IS NOT IN YOUR CLASS, please check one box in **COLUMN C** to tell us as much as you can about where the child is – in another kindergarten in your school, in kindergarten in another school, or in some other program. Then please provide us with as much information as you can about the child's new class or school so that we can contact them.

**COLUMN C**

**NOT CURRENTLY IN MY CLASS**

In another kindergarten in this school	In kindergarten in another school	In PreK or transitional kindergarten	Returned to a Head Start program	Do not know where child currently is
4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/> ↓ GO TO NEXT CHILD

**PLEASE PROVIDE CURRENT INFORMATION FOR THE CHILD**

DATE LEFT CLASS: / /   
Month Day Year

NAME OF SCHOOL CHILD NOW ATTENDS: \_\_\_\_\_ d  Don't Know

NAME OF CHILD'S TEACHER: \_\_\_\_\_ d  Don't Know

ADDRESS OF SCHOOL: \_\_\_\_\_ d  Don't Know

In another kindergarten in this school	In kindergarten in another school	In PreK or transitional kindergarten	Returned to a Head Start program	Do not know where child currently is
4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/> ↓ GO TO NEXT CHILD

**PLEASE PROVIDE CURRENT INFORMATION FOR THE CHILD**

DATE LEFT CLASS: / /   
Month Day Year

NAME OF SCHOOL CHILD NOW ATTENDS: \_\_\_\_\_ d  Don't Know

NAME OF CHILD'S TEACHER: \_\_\_\_\_ d  Don't Know

ADDRESS OF SCHOOL: \_\_\_\_\_ d  Don't Know

In another kindergarten in this school	In kindergarten in another school	In PreK or transitional kindergarten	Returned to a Head Start program	Do not know where child currently is
4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/> ↓ GO TO NEXT CHILD

**PLEASE PROVIDE CURRENT INFORMATION FOR THE CHILD**

DATE LEFT CLASS: / /   
Month Day Year

NAME OF SCHOOL CHILD NOW ATTENDS: \_\_\_\_\_ d  Don't Know

NAME OF CHILD'S TEACHER: \_\_\_\_\_ d  Don't Know

ADDRESS OF SCHOOL: \_\_\_\_\_ d  Don't Know

## Section A. Questions About Your School

*The following questions are about your school.*

**A1. Is this a public or private school?**

- 1  Public  
 2  Private → **GO TO A3**

**A2. Is this public school a . . .**

	MARK EACH ITEM "YES" OR "NO"	
	Yes	No
a. Regular public school (do not include a magnet school or school of choice) .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. School with a magnet program (e.g., science/math school, foreign language immersion school).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. School of choice (charter school, open enrollment, non-specialized curriculum)	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Bureau of Indian Affairs (BIA) or tribal school.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Special Education school (primarily serves children with disabilities) .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>

**GO TO A4**

**A3. Is this private school a . . .**

	MARK EACH ITEM "YES" OR "NO"	
	Yes	No
a. Catholic school .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Private school not accredited by National Association of Independent Schools .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Private school accredited by National Association of Independent Schools .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Special Education school (primarily serves children with disabilities) .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>

**A4. What is the highest grade taught at this school?**

**MARK ONLY ONE**

- 1  Transitional kindergarten (pre-kindergarten)
- 2  Kindergarten
- 3  Pre-first grade (after kindergarten)
- 4  1st grade
- 5  2nd grade
- 6  3rd grade
- 7  4th grade
- 8  5th grade
- 9  6th grade
- 10  7th grade
- 11  8th grade
- 12  9th grade
- 13  10th grade
- 14  11th grade
- 15  12th grade

**A5. Approximately how many students are currently enrolled in this school? If you are not sure, please provide an approximate number.**

\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_| NUMBER

**A6. Approximately how many students are currently enrolled in kindergarten in this school? Please include all children who are taught by you and other kindergarten teachers. If you are not sure, please provide an approximate number.**

\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_| NUMBER

**A7. In some schools, special efforts are being made to make the transition into kindergarten less difficult for children. Which of the following are done in your school?**

	MARK EACH ITEM "YES" OR "NO"	
	Yes	No
a. I (or someone at the school) phone or send home information about the kindergarten programs to parents.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Preschoolers spend some time in the kindergarten classroom.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. The school days are shortened at the beginning of the school year .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Parents and children visit kindergarten prior to the start of the school year .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. I (or another teacher) visit the homes of the children at the beginning of the school year.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
f. Parents come to the school for orientation prior to the start of the school year .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
g. Other transition activities ( <i>Please describe</i> )..... _____	1 <input type="checkbox"/>	0 <input type="checkbox"/>

**A8. Which of the following statements describe your school's grade retention practices or policies?**

	MARK ONE BOX ON EACH LINE	
	TRUE	FALSE
a. Children can be retained at any grade .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Children can be retained in kindergarten .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>

## Section B. Questions About Your AM or PM or FULL-DAY Class

The following section is about your class.

Please only complete the columns for classes with children in the study. For example, if you teach both an AM and PM class, but only have children from the FACES study in your AM class, you only need to answer for your AM class. Please start by putting a check in the columns you will complete.

If you teach both an AM and PM class and have children from the FACES study in both classes, you will need to answer for both classes.

	AM CLASS <input type="checkbox"/> <sub>1</sub>	PM CLASS <input type="checkbox"/> <sub>2</sub>	FULL-DAY CLASS <input type="checkbox"/> <sub>3</sub>
<b>B0.</b> I have FACES children in my....			
<b>B1.</b> Approximately how many students are currently enrolled in this class?	_ _  STUDENTS	_ _  STUDENTS	_ _  STUDENTS
<b>B2a.</b> How many days a week does this class meet?	_ _  DAYS EACH WEEK	_ _  DAYS EACH WEEK	_ _  DAYS EACH WEEK
<b>B2b.</b> How many hours a week does this class meet?	_ _  HOURS A WEEK	_ _  HOURS A WEEK	_ _  HOURS A WEEK
<b>B3.</b> How many children currently enrolled in this class are...			
a. American Indian or Alaskan Native .....	_ _	_ _	_ _
b. Asian or Pacific Islander.....	_ _	_ _	_ _
c. Black, non-Hispanic.....	_ _	_ _	_ _
d. Hispanic.....	_ _	_ _	_ _
e. White, non-Hispanic .....	_ _	_ _	_ _
<b>B4.</b> How many children with <i>limited English proficiency (LEP)</i> are there in this classroom? (LEP children are children whose native language is not English and whose skills in listening, speaking, reading, or writing English are such that they have difficulty understanding school instruction in English.)	_ _  CHILDREN	_ _  CHILDREN	_ _  CHILDREN
<b>B5.</b> How many children who are eligible for free or reduced-price lunch or breakfast are there in this class?	_ _  CHILDREN	_ _  CHILDREN	_ _  CHILDREN

Please only complete the columns for classes with children in the study.

	AM CLASS <input type="checkbox"/> 1	PM CLASS <input type="checkbox"/> 2	FULL-DAY CLASS <input type="checkbox"/> 3
<b>B6. How many paid assistants or co-/team teachers do you have in this class in a typical week?</b>	<input type="text"/> PAID ASSISTANTS OR CO-/TEAM TEACHERS	<input type="text"/> PAID ASSISTANTS OR CO-/TEAM TEACHERS	<input type="text"/> PAID ASSISTANTS OR CO-/TEAM TEACHERS
<b>B7. On average, how many hours per week is there at least one paid assistant or co-/team-teacher with you in this class?</b>	<input type="text"/> HOURS PER WEEK	<input type="text"/> HOURS PER WEEK	<input type="text"/> HOURS PER WEEK
<b>B8. How many adult volunteer assistants to you have in this class in a typical week?</b>	<input type="text"/> ADULT VOLUNTEER ASSISTANTS	<input type="text"/> ADULT VOLUNTEER ASSISTANTS	<input type="text"/> ADULT VOLUNTEER ASSISTANTS
<b>B9. On average, how many hours per week all together do adult volunteer assistants spend in this class?</b>	<input type="text"/> HOURS PER WEEK	<input type="text"/> HOURS PER WEEK	<input type="text"/> HOURS PER WEEK
<b>B10. What languages are used for instruction in this class by you or another teacher? PLEASE MARK ALL THAT APPLY.</b>	1 <input type="checkbox"/> English 2 <input type="checkbox"/> Spanish 3 <input type="checkbox"/> Vietnamese 4 <input type="checkbox"/> Chinese 5 <input type="checkbox"/> Cambodian (Khmer) 6 <input type="checkbox"/> Hmong 7 <input type="checkbox"/> Japanese 8 <input type="checkbox"/> Korean 9 <input type="checkbox"/> Haitian Creole 10 <input type="checkbox"/> Arabic 11 <input type="checkbox"/> Other (Please specify) _____ _____	1 <input type="checkbox"/> English 2 <input type="checkbox"/> Spanish 3 <input type="checkbox"/> Vietnamese 4 <input type="checkbox"/> Chinese 5 <input type="checkbox"/> Cambodian (Khmer) 6 <input type="checkbox"/> Hmong 7 <input type="checkbox"/> Japanese 8 <input type="checkbox"/> Korean 9 <input type="checkbox"/> Haitian Creole 10 <input type="checkbox"/> Arabic 11 <input type="checkbox"/> Other (Please specify) _____ _____	1 <input type="checkbox"/> English 2 <input type="checkbox"/> Spanish 3 <input type="checkbox"/> Vietnamese 4 <input type="checkbox"/> Chinese 5 <input type="checkbox"/> Cambodian (Khmer) 6 <input type="checkbox"/> Hmong 7 <input type="checkbox"/> Japanese 8 <input type="checkbox"/> Korean 9 <input type="checkbox"/> Haitian Creole 10 <input type="checkbox"/> Arabic 11 <input type="checkbox"/> Other (Please specify) _____ _____
<b>B11. At this point in the kindergarten year, how would you rate the behavior of children in this class? Would you say . . .</b>	1 <input type="checkbox"/> The group misbehaves very frequently and is almost always difficult to handle, 2 <input type="checkbox"/> The group misbehaves frequently and is often difficult to handle, 3 <input type="checkbox"/> The group misbehaves occasionally, 4 <input type="checkbox"/> The group behaves well, or 5 <input type="checkbox"/> The group behaves exceptionally well?	1 <input type="checkbox"/> The group misbehaves very frequently and is almost always difficult to handle, 2 <input type="checkbox"/> The group misbehaves frequently and is often difficult to handle, 3 <input type="checkbox"/> The group misbehaves occasionally, 4 <input type="checkbox"/> The group behaves well, or 5 <input type="checkbox"/> The group behaves exceptionally well?	1 <input type="checkbox"/> The group misbehaves very frequently and is almost always difficult to handle, 2 <input type="checkbox"/> The group misbehaves frequently and is often difficult to handle, 3 <input type="checkbox"/> The group misbehaves occasionally, 4 <input type="checkbox"/> The group behaves well, or 5 <input type="checkbox"/> The group behaves exceptionally well?

## Section C. Questions About Activities in Your Class or Classes

The next section is about activities in your class or classes.

*If you teach more than one class, consider all classes when marking your responses.*

**C1. How often do children in your class(es) usually work on lessons or projects in the following general topic areas, whether as a whole class, in small groups, or in individualized arrangements?**

MARK ONE BOX ON EACH LINE					
	Never	Less Than Once a Week	1-2 Times a Week	3-4 Times a Week	Daily
a. Reading and language arts ...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Mathematics .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Social studies.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Science .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

**C2. How much time do children in your class(es) usually work on lessons or projects in these general topic areas, whether as a whole class, in small groups, or in individualized arrangements?**

*If you teach more than one class, consider all classes when marking your responses.*

MARK ONE BOX ON EACH LINE				
	1-30 Minutes a Day	31-60 Minutes a Day	61-90 Minutes a Day	More Than 90 Minutes a Day
a. Reading and language arts ..	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Mathematics .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Social studies.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Science .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

**C3. How often do children in your class(es) do each of the following reading and language activities? Would you say never, about once a month or less, two or three times a month, once or twice a week, three or four times a week, or every day?**

*If you teach more than one class, consider all classes when marking your responses.*

MARK ONE BOX ON EACH LINE						
	Never	Once a Month or Less	Two or Three Times a Month	Once or Twice a Week	Three or Four Times a Week	Every Day
a. Work on learning the names of the letters .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
b. Practice writing the letters of the alphabet .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
c. Discuss new words .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
d. Work on phonics .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
e. Listen to you read stories where they see the print (e.g., Big Books) .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
f. Listen to you read stories but they don't see the print .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
g. Retell stories .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
h. Learn about conventions of print (left to right orientation, book holding) .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
i. Write own name .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
j. Learn about rhyming words and word families .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
k. Learn about common prepositions, such as over an under, up and down .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

**C4. How often do children in your class(es) do each of the following math activities? Would you say never, about once a month or less, two or three times a month, once or twice a week, three or four times a week, or every day?**

*If you teach more than one class, consider all classes when marking your responses.*

MARK ONE BOX ON EACH LINE						
	Never	Once a Month or Less	Two or Three Times a Month	Once or Twice a Week	Three or Four Times a Week	Every Day
a. Count out loud .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
b. Work with geometric manipulatives ...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
c. Work with counting manipulatives to learn basic operations.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
d. Play math-related games.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
e. Work with rulers, measuring cups, spoons, or other measuring instruments .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
f. Engage in calendar-related activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

**C5. Does your classroom have the following interest areas or centers for activities?**

*If you teach more than one class, consider all classes when marking your responses.*

	MARK EACH ITEM "YES" OR "NO"	
	Yes	No
a. Reading area with books .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Listening center .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Writing center or area .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Pocket chart or flannel board.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Math area with manipulatives .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
f. Area for playing with puzzles and blocks (Legos, etc.).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
g. Water or sand table .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
h. Computer area.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
i. Science or nature area with manipulatives .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
j. Dramatic play area or corner .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
k. Art area .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>

**C6. How many times each week do children in your class(es) usually have physical education?**

*If you teach more than one class, consider all classes when marking your responses.*

- 1  Never **GO TO C8**
- 2  Less than once a week
- 3  1 or 2 times a week
- 4  3 or 4 times a week
- 5  Daily

**C7. How much time each day do children in your class(es) usually spend when they participate in physical education?**

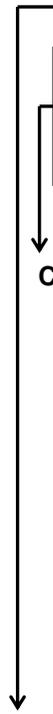
*If you teach more than one class, consider all classes when marking your responses.*

- 1  1-15 minutes per day
- 2  16-30 minutes per day
- 3  31-60 minutes per day
- 4  More than 60 minutes per day

**C8. In a typical day, how much time does your class(es) spend in recess?**

*If you teach more than one class, consider all classes when marking your responses.*

- 1  Do not have recess
- 2  1-15 minutes per day
- 3  16-30 minutes per day
- 4  31-45 minutes per day
- 5  More than 45 minutes per day



## Section D. Questions About Your Teaching Background and Training

The last section of the Kindergarten Teacher Survey is about your teaching background and training.

**D1. What is your gender?**

- 1  Male  
2  Female

**D2. In what year were you born?**

19

**D3. Are you of Spanish, Hispanic, or Latino origin?**

- 1  Yes  
0  No **GO TO D5**

**D4. Which one of these best describes you?**

- 1  Mexican, Mexican American, Chicano,  
2  Puerto Rican,  
3  Cuban, or  
4  Another Spanish/Hispanic/Latino group?  
r  Refused

**D5. What is your race? YOU MAY NAME MORE THAN ONE IF YOU LIKE.**

- 1  White  
2  Black or African American  
3  American Indian or Alaska Native  
4  Asian Indian  
5  Chinese  
6  Filipino  
7  Japanese  
8  Korean  
9  Vietnamese  
10  Asian (not further specified)  
11  Native Hawaiian  
12  Guamanian or Chamorro  
13  Samoan  
14  Other Pacific Islander *(Please specify)*
- \_\_\_\_\_

- r  Refused

**D6. Counting this school year, how many years have you been a school teacher, including as a part-time teacher?**

YEARS

**D7. Counting this school year, how many years have you taught this grade, including as a part-time teacher?**

YEARS

**D8. Counting this school year, how many years have you taught in your current school, including as a part-time teacher? ENTER THE NUMBER OF YEARS TO THE NEAREST HALF YEAR (FOR EXAMPLE, 2.5, 3.5).**

YEARS

**D9. What is the highest level of education you have completed?**

**MARK ONLY ONE**

- 1  High school diploma or GED  
2  Associate's degree  
3  Bachelor's degree  
4  At least one year of course work beyond a Bachelor's but not a graduate degree  
5  Master's degree  
6  Education specialist or professional diploma based on at least one year of course work past a Master's degree level  
7  Doctorate  
8  Other *(Please specify)*
- \_\_\_\_\_

**D10. How many college courses have you completed in the following areas?**

	MARK ONE NUMBER ON EACH LINE						
	0	1	2	3	4	5	6+
a. Early childhood education .....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
b. Elementary education .....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
c. Special education .....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
d. English as a Second Language (ESL)	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
e. Child development .....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
f. Methods of teaching reading	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
g. Methods of teaching mathematics .....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
h. Methods of teaching science	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

**D11. What type of teaching certificate do you have?**

MARK ONLY ONE

- 1  None
- 2  Temporary, probational, provisional, or emergency certification
- 3  Certificate for completion of an alternative certification program
- 4  Regular or standard state certificate
- 5  Advanced professional certificate

**D12. In what field did you obtain your highest degree?**

MARK ONLY ONE

- 1  Child development or developmental psychology
- 2  Early childhood education
- 3  Elementary education
- 4  Special education
- 5  Other field (*Please specify*)

\_\_\_\_\_

**D13. Date questionnaire completed:**

/  /   
 Month                  Day                  Year

***Thank you for completing the Kindergarten Teacher Survey. The second part of the survey (the Teacher Child Report) asks questions about the social skills, problem behaviors, and approaches to learning that you have observed in each of the children in the study who are in your class. Please complete one Teacher Child Report for each child. If you have a survey for a child who is not in your class, please check the box on the cover of the survey for that child that tells us you will not be providing information for that child.***



**Kindergarten Followup to the  
Head Start Family and Child  
Experiences Survey**

***Teacher Child Report - Kindergarten***

***Spring 2008 - 2009***



**This booklet contains questions about the child on the label. You have one pre-labeled booklet for each child who, according to our records, is in your class. Some of these children may not currently be in your class.**

**Please check one box for the child listed on the label and follow the instructions.**

- E1. THIS CHILD IS IN MY CLASS.....  1 → PLEASE COMPLETE THIS BOOKLET**  
**THIS CHILD IS NOT IN MY CLASS .....  0 → NOTHING MORE IS REQUIRED IN THIS BOOKLET, GO TO BOOKLETS FOR OTHER CHILDREN**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0970-0151. The time required to complete this information collection is estimated to average 10 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

## Section F. School Programs and Activities

**F1. Overall, how would you rate this child's academic skills in each of the following areas, compared to other children of the same grade level?**

	MARK ONE ANSWER IN EACH ROW				
	Far Below Average	Below Average	Average	Above Average	Far Above Average
a. Language and literacy skills .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Science and Social Studies .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Mathematical skills.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

**F2. Does this child receive instruction in any of the following types of programs in your school?**

	MARK "YES" OR "NO" ON EACH LINE	
	Yes	No
a. Individual tutoring program in reading .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Pull-out small group program in reading.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Individual tutoring program in mathematics.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Pull-out small group program in mathematics .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Pull-out English as a Second Language (ESL) program (instructional program designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency) .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
f. In-class English as a Second Language (ESL) program.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
g. Gifted and talented program.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
h. Program for children with behavioral or emotional problems .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>

	MARK ONE ANSWER IN EACH ROW				
	A lot less active than most	A little less active than most	About the same as most	A little more active than most	A lot more active than most
F3. During <u>structured</u> play time, how does this child compare with other children in the class in terms of physical activity? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
F4. During <u>unstructured</u> play time, how does this child compare with other children in the class in terms of physical activity? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

## Section G. Social Skills

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## Section H. Classroom Conduct

Please describe this child according to how true each of these statements has been during the past month, from “not true” to “somewhat or sometimes true” to “very true or often true.” Answer each item. For each item, choose only one answer.

	MARK ONLY ONE FOR EACH ITEM		
	Not True	Somewhat or Sometimes True	Very True or Often true
a. Acts too young for his or her age.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Can't concentrate, can't pay attention for long .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c. Disobeys rules or requests .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Disrupts ongoing activities .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e. Hard to understand what he or she is saying .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
f. Hits or fights with others .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
g. Keeps to herself or himself; tends to withdraw .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
h. Lacks confidence in learning new things or trying new activities .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
i. Is nervous, high-strung, or tense .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
j. Is very restless, fidgets all the time, can't sit still .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
k. Often seems sleepy or tired in class.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
l. Has temper tantrums or hot temper.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
m. Often seems unhappy, sad, or depressed.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
n. Worries about things for a long time .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

## **Section I. Learning Behavior Scale**

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## Section J. Health and Development Conditions or Concerns

**J1. Has any professional such as a doctor or other health or education professional mentioned this child having a developmental problem or delay, for example, any special need or disability, such as physical, emotional, language, hearing difficulty or other special need?**

- 1  Yes  
0  No  
d  Don't know
- **GO TO J3**

**J2. How did the doctor or other health or education professional describe this child's needs or disability?**

**MARK ALL THAT APPLY**

- 1  Vision Impairment  
2  Blindness  
3  Hearing Impairment/Hard of Hearing  
4  Deafness  
5  Motor Impairment  
6  Speech Impairment/Difficulty Communicating  
7  Mental Retardation  
8  Development Delay  
9  Autism or PDD  
10  Behavior Problems/Hyperactivity/  
Attention Deficit (ADHD)  
11  Opposition Defiant Disorder  
12  Other (*Please Specify*)  
\_\_\_\_\_
- d  Don't Know

**GO TO J5**

**J3. Since this child has enrolled in Kindergarten, has anyone reported concerns about his or her health or development?**

*Note: This item does not refer to normal health concerns (e.g., "she has a lot of colds"); it refers to the conditions listed in F4 below. The concerns may be identified by yourself, another staff member, a parent or anyone else.*

- 1  Yes  
0  No  
d  Don't know
- **GO TO J6 ON NEXT PAGE**

**J4. To your knowledge, what areas of this child's health and development appear to be of concern?**

**MARK ALL THAT APPLY**

- 1  Vision Impairment  
2  Blindness  
3  Hearing Impairment/Hard of Hearing  
4  Deafness  
5  Motor Impairment  
6  Speech Impairment/Difficulty Communicating  
7  Mental Retardation  
8  Development Delay  
9  Autism or PDD  
10  Behavior Problems/Hyperactivity/  
Attention Deficit (ADHD)  
11  Opposition Defiant Disorder  
12  Other (*Please Specify*)  
\_\_\_\_\_
- d  Don't Know

**Section K. Wrap Up**

**J5. What has been done so far to address this child's condition or the concerns about this child's health and development?**

**MARK ALL THAT APPLY**

- 1  Discussions/plans are in progress
- 2  A specialist has been contacted
- 3  The child has been observed or evaluated
- 4  A meeting with the parents and the special needs team has been made
- 5  An individualized education plan (IEP) or an Individual Family Service Plan (IFSP) has been developed  
*The definition of IFSP/IEP is as follows:  
"a written plan that describes goals for this child and the services [he/she] should receive."*
- 6  Modifications or accommodations to the classroom or class activities have been made
- 7  Don't Know

**J6. About how often has this child missed school during the past year?**

- 1  Never
- 2  1-5 days
- 3  6-10 days
- 4  11-20 days
- 5  More than 20 days

**K1. Why did you choose to complete the paper questionnaire rather than complete the questionnaire on the Web?**

**MARK ALL THAT APPLY**

- 1  Did not have access to a computer
- 2  Computers were in use by others at the times I wanted to do the questionnaire
- 3  Started survey, but experienced technical problems such as...
  - 3a  Screen frozen
  - 3b  Took too long to load the first page
  - 3c  Took too long to load subsequent pages
- 4  Tried to log into Web address, but an **error message** appeared...
  - 4a  "Invalid password"
  - 4b  "This page has expired"
  - 4c  "This website is busy, please try again later"
- 5  Computer screen too small to read questions, such as required too much scrolling—up or down, side to side
- 6  Unable to read the questions on the screen because of the color scheme on the computer
- 7  Chose to complete the paper questionnaire because it was readily available

**K2. What kind of help could we have given you to make it easier for you to complete this form on the Web?**

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**You have completed the rating for this child. If you have another FACES child in your class, please complete the Teacher Child Report for that child. If you do not have any more FACES children in your class, please put the Teacher Interview and all the Teacher Child Reports in the self-addressed envelope and send them to MPR. You will receive your thank you payment in approximately 2 weeks.**

**Thank you very much for participating in FACES!**



**D10. How many college courses have you completed in the following areas?**

	MARK ONE NUMBER ON EACH LINE						
	0	1	2	3	4	5	6+
a. Early childhood education .....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
b. Elementary education .....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
c. Special education .....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
d. English as a Second Language (ESL)	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
e. Child development .....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
f. Methods of teaching reading	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
g. Methods of teaching mathematics .....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
h. Methods of teaching science	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

**D11. What type of teaching certificate do you have?**

MARK ONLY ONE

- 1  None
- 2  Temporary, probational, provisional, or emergency certification
- 3  Certificate for completion of an alternative certification program
- 4  Regular or standard state certificate
- 5  Advanced professional certificate

**D12. In what field did you obtain your highest degree?**

MARK ONLY ONE

- 1  Child development or developmental psychology
- 2  Early childhood education
- 3  Elementary education
- 4  Special education
- 5  Other field (*Please specify*)

\_\_\_\_\_

**D13. Date questionnaire completed:**

/  /   
 Month                  Day                  Year

***Thank you for completing the Kindergarten Teacher Survey. The second part of the survey (the Teacher Child Report) asks questions about the social skills, problem behaviors, and approaches to learning that you have observed in each of the children in the study who are in your class. Please complete one Teacher Child Report for each child. If you have a survey for a child who is not in your class, please check the box on the cover of the survey for that child that tells us you will not be providing information for that child.***



**Kindergarten Followup to the  
Head Start Family and Child  
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***Teacher Child Report - Kindergarten***

***Spring 2008 - 2009***



**This booklet contains questions about the child on the label. You have one pre-labeled booklet for each child who, according to our records, is in your class. Some of these children may not currently be in your class.**

**Please check one box for the child listed on the label and follow the instructions.**

- E1. THIS CHILD IS IN MY CLASS.....  1 → PLEASE COMPLETE THIS BOOKLET**  
**THIS CHILD IS NOT IN MY CLASS .....  0 → NOTHING MORE IS REQUIRED IN THIS BOOKLET, GO TO BOOKLETS FOR OTHER CHILDREN**

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Section F. School Programs and Activities

F1. Overall, how would you rate this child's academic skills in each of the following areas, compared to other children of the same grade level?

	MARK ONE ANSWER IN EACH ROW				
	Far Below Average	Below Average	Average	Above Average	Far Above Average
a. Language and literacy skills .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Science and Social Studies .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Mathematical skills.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

F2. Does this child receive instruction in any of the following types of programs in your school?

	MARK "YES" OR "NO" ON EACH LINE	
	Yes	No
a. Individual tutoring program in reading .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Pull-out small group program in reading.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Individual tutoring program in mathematics.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Pull-out small group program in mathematics .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Pull-out English as a Second Language (ESL) program (instructional program designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency) .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
f. In-class English as a Second Language (ESL) program.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
g. Gifted and talented program.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
h. Program for children with behavioral or emotional problems .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>

	MARK ONE ANSWER IN EACH ROW				
	A lot less active than most	A little less active than most	About the same as most	A little more active than most	A lot more active than most
F3. During <u>structured</u> play time, how does this child compare with other children in the class in terms of physical activity? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
F4. During <u>unstructured</u> play time, how does this child compare with other children in the class in terms of physical activity? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

## Section G. Social Skills

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Section H. Classroom Conduct

Please describe this child according to how true each of these statements has been during the past month, from “not true” to “somewhat or sometimes true” to “very true or often true.” Answer each item. For each item, choose only one answer.

	MARK ONLY ONE FOR EACH ITEM		
	Not True	Somewhat or Sometimes True	Very True or Often true
a. Acts too young for his or her age.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Can't concentrate, can't pay attention for long .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c. Disobeys rules or requests .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Disrupts ongoing activities .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e. Hard to understand what he or she is saying .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
f. Hits or fights with others .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
g. Keeps to herself or himself; tends to withdraw .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
h. Lacks confidence in learning new things or trying new activities .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
i. Is nervous, high-strung, or tense .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
j. Is very restless, fidgets all the time, can't sit still .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
k. Often seems sleepy or tired in class.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
l. Has temper tantrums or hot temper.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
m. Often seems unhappy, sad, or depressed.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
n. Worries about things for a long time .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

## Section I. Learning Behavior Scale

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Section J. Health and Development Conditions or Concerns

**J1. Has any professional such as a doctor or other health or education professional mentioned this child having a developmental problem or delay, for example, any special need or disability, such as physical, emotional, language, hearing difficulty or other special need?**

- 1  Yes
  - 0  No
  - d  Don't know
- **GO TO J3**

**J2. How did the doctor or other health or education professional describe this child's needs or disability?**

**MARK ALL THAT APPLY**

- 1  Vision Impairment
- 2  Blindness
- 3  Hearing Impairment/Hard of Hearing
- 4  Deafness
- 5  Motor Impairment
- 6  Speech Impairment/Difficulty Communicating
- 7  Mental Retardation
- 8  Development Delay
- 9  Autism or PDD
- 10  Behavior Problems/Hyperactivity/Attention Deficit (ADHD)
- 11  Opposition Defiant Disorder
- 12  Other (*Please Specify*)  
\_\_\_\_\_
- d  Don't Know

**GO TO J5**

**J3. Since this child has enrolled in Kindergarten, has anyone reported concerns about his or her health or development?**

*Note: This item does not refer to normal health concerns (e.g., "she has a lot of colds"); it refers to the conditions listed in F4 below. The concerns may be identified by yourself, another staff member, a parent or anyone else.*

- 1  Yes
  - 0  No
  - d  Don't know
- **GO TO J6 ON NEXT PAGE**

**J4. To your knowledge, what areas of this child's health and development appear to be of concern?**

**MARK ALL THAT APPLY**

- 1  Vision Impairment
- 2  Blindness
- 3  Hearing Impairment/Hard of Hearing
- 4  Deafness
- 5  Motor Impairment
- 6  Speech Impairment/Difficulty Communicating
- 7  Mental Retardation
- 8  Development Delay
- 9  Autism or PDD
- 10  Behavior Problems/Hyperactivity/Attention Deficit (ADHD)
- 11  Opposition Defiant Disorder
- 12  Other (*Please Specify*)  
\_\_\_\_\_
- d  Don't Know

Section K. Wrap Up

**J5. What has been done so far to address this child's condition or the concerns about this child's health and development?**

**MARK ALL THAT APPLY**

- 1  Discussions/plans are in progress
- 2  A specialist has been contacted
- 3  The child has been observed or evaluated
- 4  A meeting with the parents and the special needs team has been made
- 5  An individualized education plan (IEP) or an Individual Family Service Plan (IFSP) has been developed  
*The definition of IFSP/IEP is as follows:  
"a written plan that describes goals for this child and the services [he/she] should receive."*
- 6  Modifications or accommodations to the classroom or class activities have been made
- 7  Don't Know

**J6. About how often has this child missed school during the past year?**

- 1  Never
- 2  1-5 days
- 3  6-10 days
- 4  11-20 days
- 5  More than 20 days

**K1. Why did you choose to complete the paper questionnaire rather than complete the questionnaire on the Web?**

**MARK ALL THAT APPLY**

- 1  Did not have access to a computer
- 2  Computers were in use by others at the times I wanted to do the questionnaire
- 3  Started survey, but experienced technical problems such as...
  - 3a  Screen frozen
  - 3b  Took too long to load the first page
  - 3c  Took too long to load subsequent pages
- 4  Tried to log into Web address, but an **error message** appeared...
  - 4a  "Invalid password"
  - 4b  "This page has expired"
  - 4c  "This website is busy, please try again later"
- 5  Computer screen too small to read questions, such as required too much scrolling—up or down, side to side
- 6  Unable to read the questions on the screen because of the color scheme on the computer
- 7  Chose to complete the paper questionnaire because it was readily available

**K2. What kind of help could we have given you to make it easier for you to complete this form on the Web?**

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**You have completed the rating for this child. If you have another FACES child in your class, please complete the Teacher Child Report for that child. If you do not have any more FACES children in your class, please put the Teacher Interview and all the Teacher Child Reports in the self-addressed envelope and send them to MPR. You will receive your thank you payment in approximately 2 weeks.**

**Thank you very much for participating in FACES!**



**APPENDIX D**  
**CODEBOOK FOR CENTER/PROGRAM-LEVEL PUF**

**Source - ctrprog\_faces2006\_puf\***

## Appendix D

### Codebook for Center/Program-Level PUF

<b>Name</b>	D1_ID	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Fall 2006 Program ID	135	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	135	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	C1_ID	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Fall 2006 Center ID	135	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	135	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	D1_STRAT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Fall 2006 Program Stratum	135	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	135	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	D1WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Fall 2006 Program Weight	135	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	135	<b>Mean</b>	28.07
<b>Minimum</b>	1	<b>Maximum</b>	90.02
<b>Name</b>	STRAT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Fall 2006 First-Stage Stratum	135	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	135	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	PSU	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Fall 2006 Primary Sampling Unit	135	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	135	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	C1WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Fall 2006 Center Weight	135	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	135	<b>Mean</b>	104.80
<b>Minimum</b>	10.69	<b>Maximum</b>	556.27
<b>Name</b>	C1MNGSPT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Program Management Support - Center Director	130	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	130	<b>Mean</b>	4.39
<b>Minimum</b>	1	<b>Maximum</b>	5

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	E1MNGSPT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Program Management Support - Education Coordinator	126	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	126	<b>Mean</b>	4.34
<b>Minimum</b>	1	<b>Maximum</b>	5
			5 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	D1_Date	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Date of Interview	15	May 2006
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	114	<b>Mean</b>	52 July 2006
<b>Minimum</b>		<b>Maximum</b>	23 August 2006
			24 fall 2006
			21 -9/.M=Missing
<b>Name</b>	D1B01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Helped teachers get CDA	20	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	110 1=Yes
<b>Minimum</b>		<b>Maximum</b>	5 -8/.D=Don't know
<b>Name</b>	D1B02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Helped teachers get degree	12	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	123 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	D1B03a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Providing tuition assistance?	17	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	123	<b>Mean</b>	106 1=Yes
<b>Minimum</b>		<b>Maximum</b>	12 -1/.N=Not Applic
<b>Name</b>	D1B03b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Giving teachers release time?	38	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	121	<b>Mean</b>	83 1=Yes
<b>Minimum</b>		<b>Maximum</b>	12 -1/.N=Not Applic
			2 -8/.D=Don't know
<b>Name</b>	D1B03c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Provide assistance for course books	21	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	120	<b>Mean</b>	99 1=Yes
<b>Minimum</b>		<b>Maximum</b>	12 -1/.N=Not Applic
			3 -8/.D=Don't know
<b>Name</b>	D1B03d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Provide onsite AA or BA courses	69	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	121	<b>Mean</b>	52 1=Yes
<b>Minimum</b>		<b>Maximum</b>	12 -1/.N=Not Applic
			2 -8/.D=Don't know

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	D1B03e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Anything else?	62	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	123	<b>Mean</b>	61 1=Yes
<b>Minimum</b>		<b>Maximum</b>	12 -1/.N=Not Applic
<b>Name</b>	D1B04a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Teachers, asst teachers get T/TA	12	1=Weekly
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	37 2=2 or 3 times per month
<b>Minimum</b>		<b>Maximum</b>	63 3=Monthly
			21 4=Once every few months
			2 -9/.M=Missing
<b>Name</b>	D1B04b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Family service workers get T/TA	14	1=Weekly
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	21 2=2 or 3 times per month
<b>Minimum</b>		<b>Maximum</b>	75 3=Monthly
			21 4=Once every few months
			2 5=Once a year or less
			2 -9/.M=Missing
<b>Name</b>	D1B04c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Health staff get T/TA	12	1=Weekly
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	23 2=2 or 3 times per month
<b>Minimum</b>		<b>Maximum</b>	68 3=Monthly
			30 4=Once every few months
			2 -9/.M=Missing
<b>Name</b>	D1B05_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Trainers: Center/grantee staff	20	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	115 1=Center or grantee staff
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	D1B05_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Trainers: Other community resources	74	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	61 2=Other community resources
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	D1B05_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Trainers: Local consultants	56	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	79 3=Local consultants
<b>Minimum</b>		<b>Maximum</b>	

**Codebook for Center/Program-Level PUF, continued**

<b>Name</b>	D1B05_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Trainers: T/TA contractor	88	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	47
<b>Minimum</b>		<b>Maximum</b>	4=Regional T/TA contractor
<b>Name</b>	D1B05_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Trainers: National HS Assoc	125	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	10
<b>Minimum</b>		<b>Maximum</b>	5=National Head Start Association
<b>Name</b>	D1B05_6	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Trainers: Conferences	109	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	26
<b>Minimum</b>		<b>Maximum</b>	6=State or national conferences
<b>Name</b>	D1B05_7	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Trainers: Private companies	108	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	27
<b>Minimum</b>		<b>Maximum</b>	7=Private companies or organizations
<b>Name</b>	D1B05_8	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Other Trainers	94	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	41
<b>Minimum</b>		<b>Maximum</b>	8=Other
<b>Name</b>	D1B05_9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: No trainings	135	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	D1B06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Consulted with T/TA staff	135	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	D1B07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Developed T/TA plan	4	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	131
<b>Minimum</b>		<b>Maximum</b>	1=Yes

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	D1B08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Did T/TA staff help with the plan	23	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	103 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -1/.N=Not Applic
			5 -8/.D=Don't know
<b>Name</b>	D1B09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Participated in training/TA sessions	19	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	114 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
<b>Name</b>	D1B10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Participation of other programs in training	21	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	114	<b>Mean</b>	93 1=Yes
<b>Minimum</b>		<b>Maximum</b>	21 -1/.N=Not Applic
<b>Name</b>	D1E01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Specific or combination of curricula used	75	1=Yes, specific curriculum
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	60 2=Yes, combination
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	D1E02_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Creative curriculum	34	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	101 11=Creative Curriculum
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	D1E02_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: High Scope	103	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	32 12=High/Scope
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	D1E02_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: High Reach	133	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	2 13=High Reach
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	D1E02_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Let's begin with the letter people	133	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	2 14=Let's Begin with the Letter People
<b>Minimum</b>		<b>Maximum</b>	

**Codebook for Center/Program-Level PUF, continued**

<b>Name</b>	D1E02_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Montessori	135	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	D1E02_16	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Bank street	135	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	D1E02_17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Child centered classrooms	133	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	2 17=CreatngChildCntrdClassrms-StepByStep
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	D1E02_18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Scholastic curriculum	131	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	4 18=Scholastic curriculum
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	D1E02_19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Locally designed curriculum	131	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	4 19=Locally designed curriculum
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	D1E02_20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Curiosity corner	135	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	D1E02_21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Other (specify)	89	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	46 21=Other (from A7)
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	D1E03			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: What is your main curriculum			28	11=Creative Curriculum
<b>Format</b>	Num	<b>Type</b>	Source	10	12=High/Scope
<b>Valid N</b>	54	<b>Mean</b>		2	13=High Reach
<b>Minimum</b>		<b>Maximum</b>		2	18=Scholastic curriculum
				12	21=Other (from A7)
				75	-1/.N=Not Applicable
				6	-9/.M=Missing
<b>Name</b>	D1E08			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Assess children's development			2	0=Never
<b>Format</b>	Num	<b>Type</b>	Source	6	2=Twice
<b>Valid N</b>	133	<b>Mean</b>		125	3=Three or more times
<b>Minimum</b>		<b>Maximum</b>		2	-8/.D=Don't know
<b>Name</b>	D1E09			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: What is main assessment tool			47	1=The Creative Curriculum Developmental Continuum Assessment Toolkit for Ages 3-5
<b>Format</b>	Num	<b>Type</b>	Source	10	2=High/Scope Child Observation Record (COR)
<b>Valid N</b>	129	<b>Mean</b>		7	3=Galileo
<b>Minimum</b>		<b>Maximum</b>		2	4=Ages and Stages Questionnaires:a parent-completed, child-monitoring system
				17	5=Desired Results Developmental Profile (DRDP)
				2	6=Work Sampling System for Head Start
				4	7=Learning Accomplishment Profile Screening (LAP including E-LAP, LAP-R and LAP-D)
				5	9=Brigance Preschool Screen for three and four year old children
				10	10=Assessment designed for this program
				25	12=Other
				2	-1/.N=Not Applicable
				4	-8/.D=Don't know
<b>Name</b>	D1E10			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: What methods do you use for these assessments?			28	1=Ratings based on classroom observation or work sampling
<b>Format</b>	Num	<b>Type</b>	Source	87	3=Both observation-based ratings and direct assessment
<b>Valid N</b>	129	<b>Mean</b>		14	4=Other
<b>Minimum</b>		<b>Maximum</b>		2	-1/.N=Not Applicable
				4	-8/.D=Don't know
<b>Name</b>	D1E12			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Use of NRS reports			3	0=No
<b>Format</b>	Num	<b>Type</b>	Source	132	1=Yes
<b>Valid N</b>	135	<b>Mean</b>			
<b>Minimum</b>		<b>Maximum</b>			

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	D1E13a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Reported NRS results to management	2	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	132	<b>Mean</b>	130 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -1/.N=Not Applic
<b>Name</b>	D1E13b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Reported NRS results to teachers	15	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	128	<b>Mean</b>	113 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -1/.N=Not Applic
			4 -8/.D=Don't know
<b>Name</b>	D1E13c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Reported NRS results to parents	7	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	132	<b>Mean</b>	125 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -1/.N=Not Applic
<b>Name</b>	D1E13d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Reported NRS results to advisory boards	22	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	128	<b>Mean</b>	106 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -1/.N=Not Applic
			4 -8/.D=Don't know
<b>Name</b>	D1E13e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Any other way?	71	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	132	<b>Mean</b>	61 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -1/.N=Not Applic
<b>Name</b>	D1E14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Any changes in classroom because of NRS reports	44	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	83 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -1/.N=Not Applic
			5 -8/.D=Don't know
<b>Name</b>	D1E15a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Increased focus on letter naming activities	5	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	75	<b>Mean</b>	70 1=Yes
<b>Minimum</b>		<b>Maximum</b>	52 -1/.N=Not Applic
			8 -8/.D=Don't know
<b>Name</b>	D1E15b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Increased focus on literacy and reading	13	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	77	<b>Mean</b>	64 1=Yes
<b>Minimum</b>		<b>Maximum</b>	52 -1/.N=Not Applic
			6 -8/.D=Don't know

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	D1E15c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Increased focus on counting and number recognition	11	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	74	<b>Mean</b>	52 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	9 -8/.D=Don't know

<b>Name</b>	D1E15d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Increased focus on math skills	11	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	74	<b>Mean</b>	52 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	9 -8/.D=Don't know

<b>Name</b>	D1E15e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Purchased classroom materials	20	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	75	<b>Mean</b>	52 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	8 -8/.D=Don't know

<b>Name</b>	D1E15f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Purchased books/literacy materials	16	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	75	<b>Mean</b>	52 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	8 -8/.D=Don't know

<b>Name</b>	D1E15g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Encouraged parents to supplement learning at home	8	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	77	<b>Mean</b>	52 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	6 -8/.D=Don't know

<b>Name</b>	D1E15h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Anything else	47	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	77	<b>Mean</b>	52 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	6 -8/.D=Don't know

<b>Name</b>	D1I01yy	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Year started at this HS	135	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	1993.37
<b>Minimum</b>	1980	<b>Maximum</b>	2006

<b>Name</b>	D1I02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Number those yrs teaching HS	135	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	16.70
<b>Minimum</b>	0	<b>Maximum</b>	30

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	D1103hrs	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Hours/week does salary cover	133	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	37.43
<b>Minimum</b>	15	<b>Maximum</b>	40
<b>Name</b>	D1103min	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Minutes/week does salary cover	133	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	1.17
<b>Minimum</b>	0	<b>Maximum</b>	30
<b>Name</b>	D1104hrs	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Hours/week do you actually work	133	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	49.06
<b>Minimum</b>	15	<b>Maximum</b>	75
<b>Name</b>	D1104min	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Minutes/week do you actually work	133	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	0.45
<b>Minimum</b>	0	<b>Maximum</b>	30
<b>Name</b>	D1105	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Months/Year does salary cover	135	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	11.93
<b>Minimum</b>	10	<b>Maximum</b>	12
<b>Name</b>	D1106a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Time constraints hard to do job	21	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	132	<b>Mean</b>	80 2=Somewhat harder
<b>Minimum</b>		<b>Maximum</b>	31 3=Great deal harder
			3 -8/.D=Don't know
<b>Name</b>	D1106b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Undefined role hard to do job	23	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	57 2=Somewhat harder
<b>Minimum</b>		<b>Maximum</b>	53 3=Great deal harder
			2 -8/.D=Don't know
<b>Name</b>	D1106c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Not enough salary hard to do job	67	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	56 2=Somewhat harder
<b>Minimum</b>		<b>Maximum</b>	12 3=Great deal harder

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	D1106d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Lack of support staff	72	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	35 2=Somewhat harder
<b>Minimum</b>		<b>Maximum</b>	26 3=Great deal harder
			2 -8/.D=Don't know

<b>Name</b>	D1106e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Lack of training hard to do job	100	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	35 2=Somewhat harder
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	D1106f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Hard to do job for lack of support	85	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	128	<b>Mean</b>	41 2=Somewhat harder
<b>Minimum</b>		<b>Maximum</b>	2 3=Great deal harder
			7 -8/.D=Don't know

<b>Name</b>	D1106g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Hard to do job for lack of funds	32	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	44 2=Somewhat harder
<b>Minimum</b>		<b>Maximum</b>	57 3=Great deal harder
			2 -8/.D=Don't know

<b>Name</b>	D1106h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Challenging population	35	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	76 2=Somewhat harder
<b>Minimum</b>		<b>Maximum</b>	24 3=Great deal harder

<b>Name</b>	D1106i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Staff turnover	64	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	51 2=Somewhat harder
<b>Minimum</b>		<b>Maximum</b>	20 3=Great deal harder

<b>Name</b>	D1106j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Lack of parent support	68	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	57 2=Somewhat harder
<b>Minimum</b>		<b>Maximum</b>	10 3=Great deal harder

<b>Name</b>	D1106k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Lack of qualified teachers	53	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	132	<b>Mean</b>	50 2=Somewhat harder
<b>Minimum</b>		<b>Maximum</b>	29 3=Great deal harder
			3 -8/.D=Don't know

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	D1106l	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Anything else?	10	2=Somewhat harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	62	<b>Mean</b>	52 3=Great deal harder
<b>Minimum</b>		<b>Maximum</b>	69 -1/.N=Not Applicable
			4 -9/.M=Missing
<b>Name</b>	D1107a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Paid vacation time	4	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	131 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	D1107b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Paid sick leave	2	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	133 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	D1107c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Paid maternity/paternity leave	52	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	77 1=Yes
<b>Minimum</b>		<b>Maximum</b>	6 -8/.D=Don't know
<b>Name</b>	D1107d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Unpaid maternity/paternity leave	18	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	125	<b>Mean</b>	107 1=Yes
<b>Minimum</b>		<b>Maximum</b>	10 -8/.D=Don't know
<b>Name</b>	D1107e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Paid family leave	50	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	76 1=Yes
<b>Minimum</b>		<b>Maximum</b>	9 -8/.D=Don't know
<b>Name</b>	D1107f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Paid health insurance	135	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	D1107g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Paid dental insurance	29	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	106 1=Yes
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	D1107h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Tuition reimbursement			64	0=No
<b>Format</b>	Num	<b>Type</b>	Source	63	1=Yes
<b>Valid N</b>	127	<b>Mean</b>		6	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		2	-9/.M=Missing
<b>Name</b>	D1107i			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Retirement plan			4	0=No
<b>Format</b>	Num	<b>Type</b>	Source	131	1=Yes
<b>Valid N</b>	135	<b>Mean</b>			
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	D1109			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Continue working for HS next year			127	1=Very likely
<b>Format</b>	Num	<b>Type</b>	Source	2	2=Somewhat likely
<b>Valid N</b>	133	<b>Mean</b>		4	3=Somewhat unlikely
<b>Minimum</b>		<b>Maximum</b>		2	-8/.D=Don't know
<b>Name</b>	D1112			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Highest grade of school completed			2	4=High school diploma/equivalent
<b>Format</b>	Num	<b>Type</b>	Source	5	7=Some college but no degree
<b>Valid N</b>	135	<b>Mean</b>		21	9=Bachelor's degree
<b>Minimum</b>		<b>Maximum</b>		19	10=Graduate/professional schl, no degree
				80	11=Master's degree (MA, MS)
				6	12=Doctorate degree (PhD, EDD)
				2	13=Professionl degree(MD,DDS,JD,LLB,etc)
<b>Name</b>	D1113			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: What field is your highest degree			5	1=Child development or developmental psychology
<b>Format</b>	Num	<b>Type</b>	Source	22	2=Early childhood education
<b>Valid N</b>	128	<b>Mean</b>		2	3=Elementary education
<b>Minimum</b>		<b>Maximum</b>		36	5=Other field
				2	6=Curriculum Development
				37	7=Administration
				24	10=Psychology, Counseling, or Social Work
				7	-1/.N=Not Applicable
<b>Name</b>	D1114			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Field include early childhood education			23	0=No
<b>Format</b>	Num	<b>Type</b>	Source	110	1=Yes
<b>Valid N</b>	133	<b>Mean</b>		2	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>			

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	D1115	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Completed courses in ECE since degree	16	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	23	<b>Mean</b>	7 1=Yes
<b>Minimum</b>		<b>Maximum</b>	112 -1/.N=Not Applic
<b>Name</b>	D1116box	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Attend college	133	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	2 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	D1122	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Member of NAEYC, NHSA, NEA	24	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	109 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
<b>Name</b>	D1123	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Annual salary	124	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	124	<b>Mean</b>	65669.35
<b>Minimum</b>	5000	<b>Maximum</b>	100000
<b>Name</b>	D1124	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: What is your gender	19	1=Male
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	116 2=Female
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	D1125	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: In what year were you born	133	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	1955.12
<b>Minimum</b>	1950	<b>Maximum</b>	1974
<b>Name</b>	D1126	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Spanish, Hispanic, or Latino origin	120	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	15 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	D1127	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Which one best describes you . . .	13	1=Mexican, Mexican American, Chicano
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	15	<b>Mean</b>	2 4=Some other Spanish/Hispanic/Latino group
<b>Minimum</b>		<b>Maximum</b>	120 -1/.N=Not Applicable

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	D1128_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: White	54	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	128	<b>Mean</b>	74 11=White
<b>Minimum</b>		<b>Maximum</b>	5 -7/.R=Refused
			2 -8/.D=Don't know
<b>Name</b>	D1128_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Black, African American	83	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	128	<b>Mean</b>	45 12=Black or African American
<b>Minimum</b>		<b>Maximum</b>	5 -7/.R=Refused
			2 -8/.D=Don't know
<b>Name</b>	D1128_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: American Indian, Alaska Native	128	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	128	<b>Mean</b>	5 -7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
<b>Name</b>	D1128_20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Asian	128	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	128	<b>Mean</b>	5 -7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
<b>Name</b>	D1128_24	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Native Hawaiian/Pacific Islander	128	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	128	<b>Mean</b>	5 -7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
<b>Name</b>	D1128_25	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	D1: Another race	117	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	128	<b>Mean</b>	11 25=Another race
<b>Minimum</b>		<b>Maximum</b>	5 -7/.R=Refused
			2 -8/.D=Don't know
<b>Name</b>	C1_Date	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Date of Interview	22	Sep 2006
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	108	<b>Mean</b>	57 Oct 2006
<b>Minimum</b>		<b>Maximum</b>	29 November 2006
			23 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1A01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Lead teachers employed in center	129	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	4.43
<b>Minimum</b>	0	<b>Maximum</b>	15
			2 -9/.M=Missing
			4 SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1A02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Of lead teachers new to center	130	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	0.88
<b>Minimum</b>	0	<b>Maximum</b>	8
<b>Name</b>	C1A03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Unfilled vacancies for lead teachers	113	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	17 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1A04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Lead teachers left & replaced	127	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	0.67
<b>Minimum</b>	0	<b>Maximum</b>	6
			3 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1A05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Assistant teachers employed	129	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	5.31
<b>Minimum</b>	0	<b>Maximum</b>	20
			1 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1A06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Assistant teachers new to center	130	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	1.31
<b>Minimum</b>	0	<b>Maximum</b>	8
			1 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1A07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Unfilled vacancies for asst teacher	100	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	29 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1A08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Assistant teachers replaced	126	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	0.83
<b>Minimum</b>	0	<b>Maximum</b>	8
			4 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.

**Codebook for Center/Program-Level PUF, continued**

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<b>Name</b>	C1A10			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Is finding replacements easy?			16	1=Relatively easy
<b>Format</b>	Num	<b>Type</b>	Source	50	2=Fairly easy
<b>Valid N</b>	121	<b>Mean</b>		35	3=Fairly difficult
<b>Minimum</b>		<b>Maximum</b>		20	4=Very difficult
				9	-8/.D=Don't know
				1	-9/.M=Missing
				4	SYSMIS/.

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<b>Name</b>	C1A11			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Any effort to reduce turnover?			52	0=No
<b>Format</b>	Num	<b>Type</b>	Source	74	1=Yes
<b>Valid N</b>	126	<b>Mean</b>		4	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		1	-9/.M=Missing
				4	SYSMIS/.

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<b>Name</b>	C1A12a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Increasing teacher salaries			31	0=No
<b>Format</b>	Num	<b>Type</b>	Source	35	1=Yes
<b>Valid N</b>	66	<b>Mean</b>		56	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		8	-8/.D=Don't know
				1	-9/.M=Missing
				4	SYSMIS/.

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<b>Name</b>	C1A12b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Hiring more assistants, aides			31	0=No
<b>Format</b>	Num	<b>Type</b>	Source	39	1=Yes
<b>Valid N</b>	70	<b>Mean</b>		57	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		3	-8/.D=Don't know
				1	-9/.M=Missing
				4	SYSMIS/.

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<b>Name</b>	C1A12c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Better training/ed subsidies			10	0=No
<b>Format</b>	Num	<b>Type</b>	Source	62	1=Yes
<b>Valid N</b>	72	<b>Mean</b>		56	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		2	-8/.D=Don't know
				1	-9/.M=Missing
				4	SYSMIS/.

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**Codebook for Center/Program-Level PUF, continued**

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<b>Name</b>	C1A12d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Providing better fringe benefits			29	0=No
<b>Format</b>	Num	<b>Type</b>	Source	40	1=Yes
<b>Valid N</b>	69	<b>Mean</b>		56	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		5	-8/.D=Don't know
				1	-9/.M=Missing
				4	SYSMIS/.

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<b>Name</b>	C1A12e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: More say in choice of curriculum			13	0=No
<b>Format</b>	Num	<b>Type</b>	Source	53	1=Yes
<b>Valid N</b>	66	<b>Mean</b>		57	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		7	-8/.D=Don't know
				1	-9/.M=Missing
				4	SYSMIS/.

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<b>Name</b>	C1A12f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Better physical facilities			16	0=No
<b>Format</b>	Num	<b>Type</b>	Source	56	1=Yes
<b>Valid N</b>	72	<b>Mean</b>		57	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-8/.D=Don't know
				1	-9/.M=Missing
				4	SYSMIS/.

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<b>Name</b>	C1A12g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Anything else?			49	0=No
<b>Format</b>	Num	<b>Type</b>	Source	24	1=Yes
<b>Valid N</b>	73	<b>Mean</b>		56	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-8/.D=Don't know
				1	-9/.M=Missing
				4	SYSMIS/.

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<b>Name</b>	C1A13			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Are Head Start parents employed?			25	0=No
<b>Format</b>	Num	<b>Type</b>	Source	104	1=Yes
<b>Valid N</b>	129	<b>Mean</b>		1	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		1	-9/.M=Missing
				4	SYSMIS/.

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<b>Name</b>	C1A14a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: HS parent lead teacher, asst teacher,teacher's aide			99	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	26	-1/.N=Not Applicable
<b>Valid N</b>	99	<b>Mean</b>	3.12	5	-8/.D=Don't know
<b>Minimum</b>	0	<b>Maximum</b>	24	1	-9/.M=Missing
				4	SYSMIS/.

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## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1A14b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: HS Parent is family service worker, home visitor	96	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	96	<b>Mean</b>	0.78
<b>Minimum</b>	0	<b>Maximum</b>	7
		26	-1/.N=Not Applicable
		8	-8/.D=Don't know
		1	-9/.M=Missing
		4	SYSMIS/.

<b>Name</b>	C1A14c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Head Start Parent food service worker	90	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	90	<b>Mean</b>	0.63
<b>Minimum</b>	0	<b>Maximum</b>	4
		26	-1/.N=Not Applicable
		9	-8/.D=Don't know
		6	-9/.M=Missing
		4	SYSMIS/.

<b>Name</b>	C1A14d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Head Start parent maintenance, service staff	96	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	96	<b>Mean</b>	0.26
<b>Minimum</b>	0	<b>Maximum</b>	2
		26	-1/.N=Not Applicable
		7	-8/.D=Don't know
		2	-9/.M=Missing
		4	SYSMIS/.

<b>Name</b>	C1A14e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Head Start parent administrator	101	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	101	<b>Mean</b>	0.57
<b>Minimum</b>	0	<b>Maximum</b>	4
		26	-1/.N=Not Applicable
		3	-8/.D=Don't know
		1	-9/.M=Missing
		4	SYSMIS/.

<b>Name</b>	C1A14f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Other (specify)	101	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	101	<b>Mean</b>	0.40
<b>Minimum</b>	0	<b>Maximum</b>	5
		26	-1/.N=Not Applicable
		2	-8/.D=Don't know
		2	-9/.M=Missing
		4	SYSMIS/.

<b>Name</b>	C1B01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Helped teachers get CDA	14	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	128	<b>Mean</b>	114
<b>Minimum</b>		<b>Maximum</b>	1
			1=Yes
		1	-8/.D=Don't know
		2	-9/.M=Missing
		4	SYSMIS/.

**Codebook for Center/Program-Level PUF, continued**

<b>Name</b>	C1B02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Helped teachers get degree	8	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	125	<b>Mean</b>	117 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			3 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1B03a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Providing tuition assistance?	11	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	112	<b>Mean</b>	101 1=Yes
<b>Minimum</b>		<b>Maximum</b>	12 -1/.N=Not Applic
			4 -8/.D=Don't know
			3 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1B03b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Giving teachers release time?	29	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	115	<b>Mean</b>	86 1=Yes
<b>Minimum</b>		<b>Maximum</b>	12 -1/.N=Not Applic
			1 -8/.D=Don't know
			3 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1B03c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Provide assistance for course books	19	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	108	<b>Mean</b>	89 1=Yes
<b>Minimum</b>		<b>Maximum</b>	13 -1/.N=Not Applic
			6 -8/.D=Don't know
			4 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1B03d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Provide onsite AA or BA courses	78	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	115	<b>Mean</b>	37 1=Yes
<b>Minimum</b>		<b>Maximum</b>	12 -1/.N=Not Applic
			1 -8/.D=Don't know
			3 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1B03e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Anything else?	83	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	116	<b>Mean</b>	33 1=Yes
<b>Minimum</b>		<b>Maximum</b>	12 -1/.N=Not Applic
			3 -9/.M=Missing
			4 SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1B04a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Teachers, asst teachers get T/TA	9	1=Weekly
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	35 2=2 or 3 times per month
<b>Minimum</b>		<b>Maximum</b>	58 3=Monthly
			22 4=Once every few months
			5 5=Once a year or less
			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1B04b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Family service workers get T/TA	18	1=Weekly
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	120	<b>Mean</b>	18 2=2 or 3 times per month
<b>Minimum</b>		<b>Maximum</b>	54 3=Monthly
			28 4=Once every few months
			2 5=Once a year or less
			1 -1/.N=Not Applicable
			8 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1B04c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Health staff get T/TA	7	1=Weekly
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	110	<b>Mean</b>	19 2=2 or 3 times per month
<b>Minimum</b>		<b>Maximum</b>	50 3=Monthly
			30 4=Once every few months
			4 5=Once a year or less
			7 -1/.N=Not Applicable
			12 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1B05_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Trainers: Center/grantee staff	7	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	122 1=Center or grantee staff
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1B05_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Trainers: Other community resources	47	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	82 2=Other community resources
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing
			4 SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1B05_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Trainers: Local consultants	36	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	93 3=Local consultants
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1B05_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Trainers: T/TA contractor	86	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	43 4=Regional T/TA contractor
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1B05_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Trainers: National HS Assoc	94	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	35 5=National Head Start Association
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1B05_6	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Trainers: Conferences	74	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	55 6=State or national conferences
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1B05_7	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Trainers: Private companies	84	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	45 7=Private companies or organizations
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1B05_8	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Other Trainers	117	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	12 8=Other
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1B05_9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: No trainings	129	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	2 -9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>	4 SYSMIS/.
<b>Name</b>	C1B06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Consulted with T/TA staff	27	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	114	<b>Mean</b>	87 1=Yes
<b>Minimum</b>		<b>Maximum</b>	13 -8/.D=Don't know
			4 -9/.M=Missing
			4 SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1B07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Developed T/TA plan	9	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	106	<b>Mean</b>	97 1=Yes
<b>Minimum</b>		<b>Maximum</b>	22 -8/.D=Don't know
			3 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1B08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Did T/TA staff help with the plan	10	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	79 1=Yes
<b>Minimum</b>		<b>Maximum</b>	31 -1/.N=Not Applic
			8 -8/.D=Don't know
			3 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1B09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Participated in training/TA sessions	16	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	112	<b>Mean</b>	96 1=Yes
<b>Minimum</b>		<b>Maximum</b>	16 -8/.D=Don't know
			3 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1B10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Participation of other programs in training	22	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	85	<b>Mean</b>	63 1=Yes
<b>Minimum</b>		<b>Maximum</b>	32 -1/.N=Not Applic
			11 -8/.D=Don't know
			3 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1B11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: How helpful was training T/TA session	57	1=very helpful
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	96	<b>Mean</b>	30 2=fairly helpful
<b>Minimum</b>		<b>Maximum</b>	8 3=could be more helpful
			1 4=could be much more helpful
			32 -1/.N=Not Applicable
			3 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1B12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: More training	23	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	103 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
			3 -9/.M=Missing
			4 SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1B13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Mentor in classroom	38	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	89 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1B14a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: More experienced teachers	12	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	88	<b>Mean</b>	76 1=Yes
<b>Minimum</b>		<b>Maximum</b>	40 -1/.N=Not Applic
			1 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1B14b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Education coordinators	31	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	58 1=Yes
<b>Minimum</b>		<b>Maximum</b>	40 -1/.N=Not Applic
			2 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1B14c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Consultant	63	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	26 1=Yes
<b>Minimum</b>		<b>Maximum</b>	40 -1/.N=Not Applic
			2 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1B15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: How often mentor comes to class	31	1=Once a week
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	19 2=Once every two weeks
<b>Minimum</b>		<b>Maximum</b>	25 3=Once a month
			14 4=Less than once a month
			40 -1/.N=Not Applicable
			2 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1C01a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Teach parents child development	37	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	57 1=Most important
<b>Minimum</b>		<b>Maximum</b>	26 2=2nd most important
			7 3=3rd most important
			4 -9/.M=Missing
			4 SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1C01b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: inform parent about their own child	73	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	19 1=Most important
<b>Minimum</b>		<b>Maximum</b>	27 2=2nd most important
			7 3=3rd most important
			5 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1C01c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Encourage parents to read more	66	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	14 1=Most important
<b>Minimum</b>		<b>Maximum</b>	19 2=2nd most important
			27 3=3rd most important
			5 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1C01d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Teach parents health/nutrition	97	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	3 1=Most important
<b>Minimum</b>		<b>Maximum</b>	16 2=2nd most important
			10 3=3rd most important
			5 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1C01e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Teach parents support services	95	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	4 1=Most important
<b>Minimum</b>		<b>Maximum</b>	12 2=2nd most important
			15 3=3rd most important
			5 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1C01f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Help develop social support network	106	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	4 2=2nd most important
<b>Minimum</b>		<b>Maximum</b>	17 3=3rd most important
			4 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1C01g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Parents participate in policy	104	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	3 1=Most important
<b>Minimum</b>		<b>Maximum</b>	4 2=2nd most important
			15 3=3rd most important
			5 -9/.M=Missing
			4 SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1C01h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Help become self-sufficient	89	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	17 1=Most important
<b>Minimum</b>		<b>Maximum</b>	6 2=2nd most important
			14 3=3rd most important
			5 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1C01i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Help parent w/literacy skills	121	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	1 1=Most important
<b>Minimum</b>		<b>Maximum</b>	2 2=2nd most important
			2 3=3rd most important
			5 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1C01j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Help identify personal goals	96	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	8 1=Most important
<b>Minimum</b>		<b>Maximum</b>	10 2=2nd most important
			12 3=3rd most important
			5 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1C02a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Parents as classroom aides	9	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	120 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1C02b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Parents help with screeners and child assessments	91	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	36 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1C02c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Parents as workshop leaders	96	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	31 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

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<b>Name</b>	C1C02d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Parents served as home visitors?	121	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	6 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.

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<b>Name</b>	C1C02e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Interpreters for non-English	47	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	124	<b>Mean</b>	77 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -1/.N=Not Applic
			2 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.

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<b>Name</b>	C1C02f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Parents help in recruiting families	8	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	128	<b>Mean</b>	120 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.

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<b>Name</b>	C1C02g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Parents as mentors for other families	4	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	122 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.

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<b>Name</b>	C1C03a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Offer incentives, door prizes	15	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	114 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing
			4 SYSMIS/.

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<b>Name</b>	C1C03b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Provide transportation?	33	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	94 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.

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## Codebook for Center/Program-Level PUF, continued

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<b>Name</b>	C1C03c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Provide child care?	13	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	114 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			3 -9/.M=Missing
			4 SYSMIS/.

---

<b>Name</b>	C1C03d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Provide interpreters?	13	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	124	<b>Mean</b>	111 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -1/.N=Not Applic
			3 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.

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<b>Name</b>	C1C03e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Serve food, snacks, supper	3	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	128	<b>Mean</b>	125 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.

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<b>Name</b>	C1C03f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Anything else? (Specify)	82	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	47 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing
			4 SYSMIS/.

---

<b>Name</b>	C1C04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Workshops for father/father figure	19	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	128	<b>Mean</b>	109 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.

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<b>Name</b>	C1C05a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Employment assistance	37	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	102	<b>Mean</b>	65 1=Yes
<b>Minimum</b>		<b>Maximum</b>	20 -1/.N=Not Applic
			6 -8/.D=Don't know
			3 -9/.M=Missing
			4 SYSMIS/.

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## Codebook for Center/Program-Level PUF, continued

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<b>Name</b>	C1C05b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Budgeting skills workshops			38	0=No
<b>Format</b>	Num	<b>Type</b>	Source	63	1=Yes
<b>Valid N</b>	101	<b>Mean</b>		20	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		7	-8/.D=Don't know
				3	-9/.M=Missing
				4	SYSMIS/.

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<b>Name</b>	C1C05c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Social activities			8	0=No
<b>Format</b>	Num	<b>Type</b>	Source	97	1=Yes
<b>Valid N</b>	105	<b>Mean</b>		20	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		3	-8/.D=Don't know
				3	-9/.M=Missing
				4	SYSMIS/.

---

<b>Name</b>	C1C05d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Family relationship workshops			29	0=No
<b>Format</b>	Num	<b>Type</b>	Source	75	1=Yes
<b>Valid N</b>	104	<b>Mean</b>		20	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		4	-8/.D=Don't know
				3	-9/.M=Missing
				4	SYSMIS/.

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<b>Name</b>	C1C05e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Parenting education workshops			17	0=No
<b>Format</b>	Num	<b>Type</b>	Source	87	1=Yes
<b>Valid N</b>	104	<b>Mean</b>		20	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		4	-8/.D=Don't know
				3	-9/.M=Missing
				4	SYSMIS/.

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<b>Name</b>	C1C05f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Adult-child outings			18	0=No
<b>Format</b>	Num	<b>Type</b>	Source	89	1=Yes
<b>Valid N</b>	107	<b>Mean</b>		20	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-8/.D=Don't know
				3	-9/.M=Missing
				4	SYSMIS/.

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## Codebook for Center/Program-Level PUF, continued

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<b>Name</b>	C1C05g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Support groups for men			34	0=No
<b>Format</b>	Num	<b>Type</b>	Source	69	1=Yes
<b>Valid N</b>	103	<b>Mean</b>		20	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		5	-8/.D=Don't know
				3	-9/.M=Missing
				4	SYSMIS/.

---

<b>Name</b>	C1C05h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Anything else (specify)			81	0=No
<b>Format</b>	Num	<b>Type</b>	Source	24	1=Yes
<b>Valid N</b>	105	<b>Mean</b>		20	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		3	-8/.D=Don't know
				3	-9/.M=Missing
				4	SYSMIS/.

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<b>Name</b>	C1C06a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Fathers help as class volunteer			17	0=No
<b>Format</b>	Num	<b>Type</b>	Source	90	1=Yes
<b>Valid N</b>	107	<b>Mean</b>		20	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-8/.D=Don't know
				3	-9/.M=Missing
				4	SYSMIS/.

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<b>Name</b>	C1C06b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Fathers help as chaperones			9	0=No
<b>Format</b>	Num	<b>Type</b>	Source	96	1=Yes
<b>Valid N</b>	105	<b>Mean</b>		21	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		2	-8/.D=Don't know
				3	-9/.M=Missing
				4	SYSMIS/.

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<b>Name</b>	C1C06c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Fathers members parent council			20	0=No
<b>Format</b>	Num	<b>Type</b>	Source	87	1=Yes
<b>Valid N</b>	107	<b>Mean</b>		20	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-8/.D=Don't know
				3	-9/.M=Missing
				4	SYSMIS/.

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## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1C06d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Fathers help doing maintenance	30	0=No
<b>Format</b>	Num	<b>Type</b>	76 1=Yes
<b>Valid N</b>	106	<b>Mean</b>	20 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
			3 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1C06e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Fathers help at special events	9	0=No
<b>Format</b>	Num	<b>Type</b>	99 1=Yes
<b>Valid N</b>	108	<b>Mean</b>	20 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	3 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1C07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Successful involving fathers	25	1=very successful
<b>Format</b>	Num	<b>Type</b>	72 2=somewhat successful
<b>Valid N</b>	106	<b>Mean</b>	9 3=not very successful
<b>Minimum</b>		<b>Maximum</b>	20 -1/.N=Not Applicable
			2 -8/.D=Don't know
			3 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1C08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: # of parents in Policy Council	113	valid numeric value
<b>Format</b>	Num	<b>Type</b>	16 -8/.D=Don't know
<b>Valid N</b>	113	<b>Mean</b>	2 -9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	4 SYSMIS/.

<b>Name</b>	C1C09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: # of times Policy Council meets/year	120	valid numeric value
<b>Format</b>	Num	<b>Type</b>	9 -8/.D=Don't know
<b>Valid N</b>	120	<b>Mean</b>	2 -9/.M=Missing
<b>Minimum</b>	1	<b>Maximum</b>	4 SYSMIS/.

<b>Name</b>	C1C10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Parents involved in staff hiring	4	0=No
<b>Format</b>	Num	<b>Type</b>	124 1=Yes
<b>Valid N</b>	128	<b>Mean</b>	1 -8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing
			4 SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1C12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Parents/Policy Council involved in self assessment	7	0=No
<b>Format</b>	Num	113	1=Yes
<b>Valid N</b>	120		9 -8/.D=Don't know
<b>Minimum</b>			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1C14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Parents' knowledge about child assessments	23	0=No
<b>Format</b>	Num	100	1=Yes
<b>Valid N</b>	123		6 -8/.D=Don't know
<b>Minimum</b>			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1C15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Policy Council's knowledge about child assessments	4	0=No
<b>Format</b>	Num	110	1=Yes
<b>Valid N</b>	114		15 -8/.D=Don't know
<b>Minimum</b>			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1D01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Waiting list for children	25	0=No
<b>Format</b>	Num	98	1=Yes
<b>Valid N</b>	123		7 -8/.D=Don't know
<b>Minimum</b>			1 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1D02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: number of children on waiting list	79	valid numeric value
<b>Format</b>	Num	32	-1/.N=Not Applicable
<b>Valid N</b>	79	19	-8/.D=Don't know
<b>Minimum</b>	1	1	-9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1D03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: # Of children that will eventually enroll	75	valid numeric value
<b>Format</b>	Num	32	-1/.N=Not Applicable
<b>Valid N</b>	75	21	-8/.D=Don't know
<b>Minimum</b>	0	3	-9/.M=Missing
			4 SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1D04a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: First come first served	68	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	94	<b>Mean</b>	26 1=Yes
<b>Minimum</b>		<b>Maximum</b>	32 -1/.N=Not Applic
			4 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1D04b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Based on child assessment or family needs	5	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	96	<b>Mean</b>	91 1=Yes
<b>Minimum</b>		<b>Maximum</b>	32 -1/.N=Not Applic
			2 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1D04c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Based on racial/ethnic/language diversity	63	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	88	<b>Mean</b>	25 1=Yes
<b>Minimum</b>		<b>Maximum</b>	32 -1/.N=Not Applic
			10 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1D04d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: something else?	48	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	95	<b>Mean</b>	47 1=Yes
<b>Minimum</b>		<b>Maximum</b>	32 -1/.N=Not Applic
			3 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1D05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Expanded Head Start program	97	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	29 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1D06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: How many children have you added?	26	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	26	<b>Mean</b>	26.12
<b>Minimum</b>	1	<b>Maximum</b>	72
			101 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1D07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: How many classrooms added	27	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	27	<b>Mean</b>	1.30
<b>Minimum</b>	0	<b>Maximum</b>	5
			101 -1/.N=Not Applicable
			2 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1D08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: How many teachers have you added?	27	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	27	<b>Mean</b>	1.67
<b>Minimum</b>	0	<b>Maximum</b>	5
			101 -1/.N=Not Applicable
			2 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1D09a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Extended-day child care	22	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	29	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			7 1=Yes
			101 -1/.N=Not Applic
			1 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1D09b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Home-based Head Start?	25	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	29	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			4 1=Yes
			101 -1/.N=Not Applic
			1 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1D09c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Family day care based Head Start	25	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	29	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			4 1=Yes
			101 -1/.N=Not Applic
			1 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1D09d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Early Head Start?	23	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	29	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			6 1=Yes
			101 -1/.N=Not Applic
			1 -9/.M=Missing
			4 SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1D09e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Other new program added?	27	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	29	<b>Mean</b>	2 1=Yes
<b>Minimum</b>		<b>Maximum</b>	101 -1/.N=Not Applic
			1 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1E01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Specific or combination of curricula used	80	1=Yes, specific curriculum
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	50 2=Yes, combination
<b>Minimum</b>		<b>Maximum</b>	1 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1E02_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Creative curriculum	39	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	90 11=Creative Curriculum
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1E02_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: High Scope	98	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	31 12=High/Scope
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1E02_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: High Reach	127	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	2 13=High Reach
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1E02_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Let's begin with the letter people	128	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	1 14=Let's Begin with the Letter People
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1E02_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Montessori	129	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	1 -8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>	1 -9/.M=Missing
			4 SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1E02_16			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Bank street			129	0=No
<b>Format</b>	Num	<b>Type</b>	Source	1	-8/.D=Don't know
<b>Valid N</b>	129	<b>Mean</b>		1	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>		4	SYSMIS/.
<b>Name</b>	C1E02_17			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Child centered classrooms			128	0=No
<b>Format</b>	Num	<b>Type</b>	Source	1	17=CreatngChildCntrdClassrms-StepByStep
<b>Valid N</b>	129	<b>Mean</b>		1	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		1	-9/.M=Missing
				4	SYSMIS/.
<b>Name</b>	C1E02_18			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Scholastic curriculum			125	0=No
<b>Format</b>	Num	<b>Type</b>	Source	4	18=Scholastic curriculum
<b>Valid N</b>	129	<b>Mean</b>		1	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		1	-9/.M=Missing
				4	SYSMIS/.
<b>Name</b>	C1E02_19			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Locally designed curriculum			120	0=No
<b>Format</b>	Num	<b>Type</b>	Source	9	19=Locally designed curriculum
<b>Valid N</b>	129	<b>Mean</b>		1	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		1	-9/.M=Missing
				4	SYSMIS/.
<b>Name</b>	C1E02_20			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Curiosity corner			129	0=No
<b>Format</b>	Num	<b>Type</b>	Source	1	-8/.D=Don't know
<b>Valid N</b>	129	<b>Mean</b>		1	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>		4	SYSMIS/.
<b>Name</b>	C1E02_21			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Other (specify)			89	0=No
<b>Format</b>	Num	<b>Type</b>	Source	40	21=Other (from A7)
<b>Valid N</b>	129	<b>Mean</b>		1	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		1	-9/.M=Missing
				4	SYSMIS/.

**Codebook for Center/Program-Level PUF, continued**

<b>Name</b>	C1E03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: What is your main curriculum	26	11=Creative Curriculum
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	47	<b>Mean</b>	8 12=High/Scope
<b>Minimum</b>		<b>Maximum</b>	3 18=Scholastic curriculum
			3 19=Locally designed curriculum
			7 21=Other (from A7)
			80 -1/.N=Not Applicable
			1 -8/.D=Don't know
			3 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1E04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Who makes most decisions	15	1=Head Start program administrators
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	128	<b>Mean</b>	19 2=Individual center directors/managers
<b>Minimum</b>		<b>Maximum</b>	6 3=Content area specialists/coordinators
			85 4=Individual teachers
			3 6=Someone else
			3 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1E05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Efforts to improve child literacy	128	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	128	<b>Mean</b>	3 -9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>	4 SYSMIS/.

<b>Name</b>	C1E06a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Parent Literacy Mentor training	35	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	121	<b>Mean</b>	86 1=Yes
<b>Minimum</b>		<b>Maximum</b>	6 -8/.D=Don't know
			4 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1E06b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Mentor-Coach training	40	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	118	<b>Mean</b>	78 1=Yes
<b>Minimum</b>		<b>Maximum</b>	9 -8/.D=Don't know
			4 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1E06c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Steps to Success	63	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	112	<b>Mean</b>	49 1=Yes
<b>Minimum</b>		<b>Maximum</b>	16 -8/.D=Don't know
			3 -9/.M=Missing
			4 SYSMIS/.

**Codebook for Center/Program-Level PUF, continued**

<b>Name</b>	C1E06d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Other			56	0=No
<b>Format</b>	Num	<b>Type</b>	Source	65	1=Yes
<b>Valid N</b>	121	<b>Mean</b>		7	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		3	-9/.M=Missing
				4	SYSMIS/.
<b>Name</b>	C1E07a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Reading stories to the children?			127	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source	2	2=Somewhat encouraged
<b>Valid N</b>	129	<b>Mean</b>		2	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>		4	SYSMIS/.
<b>Name</b>	C1E07b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Retelling stories?			118	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source	10	2=Somewhat encouraged
<b>Valid N</b>	128	<b>Mean</b>		3	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>		4	SYSMIS/.
<b>Name</b>	C1E07c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Discussing new words?			121	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source	8	2=Somewhat encouraged
<b>Valid N</b>	129	<b>Mean</b>		2	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>		4	SYSMIS/.
<b>Name</b>	C1E07d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Learning about rhyming words			108	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source	17	2=Somewhat encouraged
<b>Valid N</b>	126	<b>Mean</b>		1	3=Not very much encouraged
<b>Minimum</b>		<b>Maximum</b>		3	-8/.D=Don't know
				2	-9/.M=Missing
				4	SYSMIS/.
<b>Name</b>	C1E07e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Learn about common prepositions			109	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source	16	2=Somewhat encouraged
<b>Valid N</b>	129	<b>Mean</b>		4	3=Not very much encouraged
<b>Minimum</b>		<b>Maximum</b>		2	-9/.M=Missing
				4	SYSMIS/.
<b>Name</b>	C1E07f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Learn about conventions of print			116	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source	13	2=Somewhat encouraged
<b>Valid N</b>	129	<b>Mean</b>		2	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>		4	SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1E07g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Learning the names of letters?			121	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source	7	2=Somewhat encouraged
<b>Valid N</b>	129	<b>Mean</b>		1	4=Not at all encouraged
<b>Minimum</b>		<b>Maximum</b>		2	-9/.M=Missing
				4	SYSMIS/.
<b>Name</b>	C1E07h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Writing letters of the alphabet?			112	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source	17	2=Somewhat encouraged
<b>Valid N</b>	129	<b>Mean</b>		2	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>		4	SYSMIS/.
<b>Name</b>	C1E07i			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Writing own name?			117	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source	11	2=Somewhat encouraged
<b>Valid N</b>	128	<b>Mean</b>		1	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		2	-9/.M=Missing
				4	SYSMIS/.
<b>Name</b>	C1E07j			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Working on phonics?			94	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source	32	2=Somewhat encouraged
<b>Valid N</b>	129	<b>Mean</b>		3	3=Not very much encouraged
<b>Minimum</b>		<b>Maximum</b>		2	-9/.M=Missing
				4	SYSMIS/.
<b>Name</b>	C1E07k			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Count out loud?			126	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source	2	2=Somewhat encouraged
<b>Valid N</b>	128	<b>Mean</b>		3	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>		4	SYSMIS/.
<b>Name</b>	C1E07l			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Work with geometric manipulatives			113	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source	14	2=Somewhat encouraged
<b>Valid N</b>	129	<b>Mean</b>		2	3=Not very much encouraged
<b>Minimum</b>		<b>Maximum</b>		2	-9/.M=Missing
				4	SYSMIS/.
<b>Name</b>	C1E07m			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Work with counting manipulatives			115	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source	14	2=Somewhat encouraged
<b>Valid N</b>	129	<b>Mean</b>		2	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>		4	SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1E07n	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Play math-related games	107	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	16 2=Somewhat encouraged
<b>Minimum</b>		<b>Maximum</b>	6 3=Not very much encouraged
			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1E07o	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Use music for math concepts	98	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	20 2=Somewhat encouraged
<b>Minimum</b>		<b>Maximum</b>	9 3=Not very much encouraged
			2 4=Not at all encouraged
			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1E07p	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Work with rulers, measuring cups, spoons	82	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	38 2=Somewhat encouraged
<b>Minimum</b>		<b>Maximum</b>	7 3=Not very much encouraged
			2 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1E07q	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Engage in calendar-related activities?	106	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	15 2=Somewhat encouraged
<b>Minimum</b>		<b>Maximum</b>	7 3=Not very much encouraged
			1 4=Not at all encouraged
			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1E07r	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Engage in activities related to telling time?	72	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	37 2=Somewhat encouraged
<b>Minimum</b>		<b>Maximum</b>	13 3=Not very much encouraged
			5 4=Not at all encouraged
			2 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1E07s	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Engage in activities with shapes and patterns?	117	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	128	<b>Mean</b>	11 2=Somewhat encouraged
<b>Minimum</b>		<b>Maximum</b>	3 -9/.M=Missing
			4 SYSMIS/.

**Codebook for Center/Program-Level PUF, continued**

<b>Name</b>	C1E08			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Assess children's development			3	1=Once
<b>Format</b>	Num	<b>Type</b>	Source	25	2=Twice
<b>Valid N</b>	129	<b>Mean</b>		101	3=Three or more times
<b>Minimum</b>		<b>Maximum</b>			2 -9/.M=Missing
					4 SYSMIS/.

<b>Name</b>	C1E09			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: What is main assessment tool			48	1=The Creative Curriculum Developmental Continuum Assessment Toolkit for Ages 3-5
<b>Format</b>	Num	<b>Type</b>	Source	9	2=High/Scope Child Observation Record (COR)
<b>Valid N</b>	129	<b>Mean</b>		12	3=Galileo
<b>Minimum</b>		<b>Maximum</b>		1	4=Ages and Stages Questionnaires:a parent-completed, child-monitoring system
				16	5=Desired Results Developmental Profile (DRDP)
				5	6=Work Sampling System for Head Start
				10	7=Learning Accomplishment Profile Screening (LAP including E-LAP, LAP-R and LAP-D)
				7	9=Brigance Preschool Screen for three and four year old children
				1	10=Assessment designed for this program
				1	11=The Head Start National Reporting System (NRS)
				19	12=Other
					1 -8/.D=Don't know
					1 -9/.M=Missing
					4 SYSMIS/.

<b>Name</b>	C1E10			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: What methods do you use for these assessments?			23	1=Ratings based on classroom observation or work sampling
<b>Format</b>	Num	<b>Type</b>	Source	2	2=Testing with standardized tests or assessment instruments
<b>Valid N</b>	129	<b>Mean</b>		103	3=Both observation-based ratings and direct assessment
<b>Minimum</b>		<b>Maximum</b>		1	4=Other
					2 -9/.M=Missing
					4 SYSMIS/.

<b>Name</b>	C1E11a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: How often child assmt reported to parents			1	1=Once at beginning of year
<b>Format</b>	Num	<b>Type</b>	Source	3	2=Once at end of year
<b>Valid N</b>	129	<b>Mean</b>		25	3=Beginning and end of year
<b>Minimum</b>		<b>Maximum</b>		100	4=More often
					2 -9/.M=Missing
					4 SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1E11b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: How often child assmt reported to administrators	1	1=Once at beginning of year
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	128	<b>Mean</b>	2 2=Once at end of year
<b>Minimum</b>		<b>Maximum</b>	19 3=Beginning and end of year
			106 4=More often
			3 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1E11c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: How often child assmt recorded in child's file	1	1=Once at beginning of year
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	128	<b>Mean</b>	2 2=Once at end of year
<b>Minimum</b>		<b>Maximum</b>	14 3=Beginning and end of year
			111 4=More often
			3 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1E12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Use of NRS reports	14	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	121	<b>Mean</b>	107 1=Yes
<b>Minimum</b>		<b>Maximum</b>	8 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1E13a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Reported NRS results to management	6	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	105	<b>Mean</b>	99 1=Yes
<b>Minimum</b>		<b>Maximum</b>	22 -1/.N=Not Applic
			2 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1E13b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Reported NRS results to teachers	3	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	104	<b>Mean</b>	101 1=Yes
<b>Minimum</b>		<b>Maximum</b>	22 -1/.N=Not Applic
			3 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1E13c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Reported NRS results to parents	5	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	95	<b>Mean</b>	90 1=Yes
<b>Minimum</b>		<b>Maximum</b>	22 -1/.N=Not Applic
			12 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1E13d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Reported NRS results to advisory boards	9	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	84	<b>Mean</b>	22 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	23 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1E13e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Any other way?	56	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	22 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	17 -8/.D=Don't know
			3 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1E14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Any changes in classroom because of NRS reports	27	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	102	<b>Mean</b>	22 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	5 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1E15a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Increased focus on letter naming activities	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	75	<b>Mean</b>	54 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1E15b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Increased focus on literacy and reading	74	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	74	<b>Mean</b>	54 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1E15c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Increased focus on counting and number recognition	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	75	<b>Mean</b>	54 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing
			4 SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1E15d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Increased focus on math skills	6	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	75	<b>Mean</b>	69 1=Yes
<b>Minimum</b>		<b>Maximum</b>	54 -1/.N=Not Applic
			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1E15e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Purchased classroom materials	5	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	74	<b>Mean</b>	69 1=Yes
<b>Minimum</b>		<b>Maximum</b>	54 -1/.N=Not Applic
			1 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1E15f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Purchased books/literacy materials	3	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	75	<b>Mean</b>	72 1=Yes
<b>Minimum</b>		<b>Maximum</b>	54 -1/.N=Not Applic
			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1E15g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Encouraged parents to supplement learning at home	3	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	75	<b>Mean</b>	72 1=Yes
<b>Minimum</b>		<b>Maximum</b>	54 -1/.N=Not Applic
			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1E15h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Anything else	55	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	75	<b>Mean</b>	20 1=Yes
<b>Minimum</b>		<b>Maximum</b>	54 -1/.N=Not Applic
			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1F01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Home visits required of staff	3	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	126 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1F02a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: # Of home visits by teachers	124	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	124	<b>Mean</b>	2.27
<b>Minimum</b>	1	<b>Maximum</b>	5
			4 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1F02b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: # Of home visits by FSA/FSW	106	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	106	<b>Mean</b>	1.83
<b>Minimum</b>	0	<b>Maximum</b>	5
			4 -1/.N=Not Applicable
			17 -8/.D=Don't know
			4 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1F03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Center includes home-based option	91	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	122	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			31 1=Yes
			7 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1F04a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: # Times visited by home visitors	26	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	26	<b>Mean</b>	23.50
<b>Minimum</b>	2	<b>Maximum</b>	36
			98 -1/.N=Not Applicable
			5 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1F04b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: # Times visited by family service worker (FSA)	22	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	22	<b>Mean</b>	2.50
<b>Minimum</b>	0	<b>Maximum</b>	10
			98 -1/.N=Not Applicable
			7 -8/.D=Don't know
			4 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1F05_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Tchr priority: Provide educ experiences to HS child	44	0=Not a "top 3" priority
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			82 1=Provide educ experiences to HS child
			1 -1/.N=Not Applicable
			4 -9/.M=Missing
			4 SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1F05_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1:TchrPrty:Inform parents about progress of their chld	28	0=Not a "top 3" priority
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	99 2=Inform parents about progress of their child
<b>Minimum</b>		<b>Maximum</b>	1 -1/.N=Not Applicable
			3 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1F05_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1:TchrPrty:Teach prnts abt issues, actvties do w/kids	36	0=Not a "top 3" priority
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	90 3=Teach prnts abt issues, actvties to do w/kids
<b>Minimum</b>		<b>Maximum</b>	1 -1/.N=Not Applicable
			4 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1F05_04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Tchr priority: Conduct family assessments	109	0=Not a "top 3" priority
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	17 4=Conduct family assessments
<b>Minimum</b>		<b>Maximum</b>	1 -1/.N=Not Applicable
			4 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1F05_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1:TchrPrty:Provide guidnc to families re meeting goals	104	0=Not a "top 3" priority
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	23 5=Provide guidance to families re meeting goals
<b>Minimum</b>		<b>Maximum</b>	1 -1/.N=Not Applicable
			3 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1F05_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Tchr prty: Provide referral to community services	117	0=Not a "top 3" priority
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	9 6=Provide referral to community services
<b>Minimum</b>		<b>Maximum</b>	1 -1/.N=Not Applicable
			4 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1F05_07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1:TchrPrty:Informal counseling/address personal issues	119	0=Not a "top 3" priority
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	7 7=Informal counseling/address personal issues
<b>Minimum</b>		<b>Maximum</b>	1 -1/.N=Not Applicable
			4 -9/.M=Missing
			4 SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1F05_08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1:Tchr prty: Information/referral /about educ services	116	0=Not a "top 3" priority
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	10 8=Information/referral /about educ services
<b>Minimum</b>		<b>Maximum</b>	1 -1/.N=Not Applicable
			4 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1F05_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Tchr priority: Provide assistance with basic needs	112	0=Not a "top 3" priority
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	14 9=Provide assistance with basic needs
<b>Minimum</b>		<b>Maximum</b>	1 -1/.N=Not Applicable
			4 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1F05_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1:TchrPrty:Get info, suggstns fr prnts re HSexperiences	98	0=Not a "top 3" priority
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	28 10=Get info, suggstns fr prnts re HS experiences
<b>Minimum</b>		<b>Maximum</b>	1 -1/.N=Not Applicable
			4 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1F05_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Tchr priority: Other	125	0=Not a "top 3" priority
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	1 11=Other
<b>Minimum</b>		<b>Maximum</b>	1 -1/.N=Not Applicable
			4 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1F06_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: FSW priority: Provide educ experiences to HS child	106	0=Not a "top 3" priority
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	114	<b>Mean</b>	8 1=Provide educ experiences to HS child
<b>Minimum</b>		<b>Maximum</b>	5 -1/.N=Not Applicable
			2 -8/.D=Don't know
			10 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1F06_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1:FSW prty:Inform parents about progress of their chld	104	0=Not a "top 3" priority
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	114	<b>Mean</b>	10 2=Inform parents about progress of their child
<b>Minimum</b>		<b>Maximum</b>	5 -1/.N=Not Applicable
			2 -8/.D=Don't know
			10 -9/.M=Missing
			4 SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1F06_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1:F5W prty:Teach prnts abt issues, actvities do w/kids	102	0=Not a "top 3" priority
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	114	<b>Mean</b>	12 3=Teach prnts abt issues, actvities to do w/kids
<b>Minimum</b>		<b>Maximum</b>	5 -1/.N=Not Applicable
			2 -8/.D=Don't know
			10 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1F06_04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: F5W priority: Conduct family assessments	69	0=Not a "top 3" priority
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	114	<b>Mean</b>	45 4=Conduct family assessments
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
			15 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1F06_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1:F5W prty:Provide guidnc to families re meeting goals	47	0=Not a "top 3" priority
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	116	<b>Mean</b>	69 5=Provide guidance to families re meeting goals
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
			13 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1F06_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: F5W prty: Provide referral to community services	44	0=Not a "top 3" priority
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	114	<b>Mean</b>	70 6=Provide referral to community services
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
			15 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1F06_07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1:F5W prty:Informal counseling/address personal issues	86	0=Not a "top 3" priority
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	114	<b>Mean</b>	28 7=Informal counseling/address personal issues
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
			15 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1F06_08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: F5W prty: Information/referral /about educ services	95	0=Not a "top 3" priority
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	114	<b>Mean</b>	19 8=Information/referral /about educ services
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
			15 -9/.M=Missing
			4 SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1F06_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: FSW priority: Provide assistance with basic needs	49	0=Not a "top 3" priority
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	115	<b>Mean</b>	66 9=Provide assistance with basic needs
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
			14 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1F06_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1:FSW prty:Get info, suggstns fr prnts re HSexperiences	102	0=Not a "top 3" priority
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	114	<b>Mean</b>	12 10=Get info, suggstns fr prnts re HS experiences
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
			15 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1F06_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: FSW priority: Other	114	0=Not a "top 3" priority
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	114	<b>Mean</b>	2 -8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>	15 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1G01a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Letters with info on transition	3	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	127 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1G01b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Ask parent to discuss kindergarten transition	3	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	128	<b>Mean</b>	125 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1G01c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Give parents info on school	2	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	128	<b>Mean</b>	126 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1G01d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Schedule parent to child's school	25	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	105 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -9/.M=Missing
			4 SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1G01e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Accompany parents to the school	32	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	98 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1G01f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Teach parents skills to advocate	12	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	124	<b>Mean</b>	112 1=Yes
<b>Minimum</b>		<b>Maximum</b>	6 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1G01g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Do anything else? (Specify)	76	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	53 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1G02a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Joint training Head Start & school staff	64	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	62 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1G02b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Share curriculum information?	25	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	102 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1G02c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Share info program policies	42	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	85 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1G02d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Share info on expectations	26	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	103 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1G02e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Provide children's Head Start records	22	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	124	<b>Mean</b>	102 1=Yes
<b>Minimum</b>		<b>Maximum</b>	5 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1G02f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Meet with k teacher at school	33	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	96 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1G02g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Help schools identify kindergarten students	24	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	125	<b>Mean</b>	101 1=Yes
<b>Minimum</b>		<b>Maximum</b>	5 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1G02h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Do anything else? (Specify)	107	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	22 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1H01a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Teachers feel good about jobs	4	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	15 3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>	47 4=Agree
			64 5=Strongly Agree
			1 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1H01b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Promotes teamwork among teachers	1	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	1 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	7 3=Neither Agree nor Disagree
			38 4=Agree
			83 5=Strongly Agree
			1 -9/.M=Missing
			4 SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

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<b>Name</b>	C1H01c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Teachers feel part of team			1	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	2	2=Disagree
<b>Valid N</b>	130	<b>Mean</b>		6	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		37	4=Agree
				84	5=Strongly Agree
				1	-9/.M=Missing
				4	SYSMIS/.

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<b>Name</b>	C1H01d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Teachers don't feel isolated			1	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	5	2=Disagree
<b>Valid N</b>	130	<b>Mean</b>		8	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		43	4=Agree
				73	5=Strongly Agree
				1	-9/.M=Missing
				4	SYSMIS/.

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<b>Name</b>	C1H01e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Assistance to teachers			5	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	4	2=Disagree
<b>Valid N</b>	130	<b>Mean</b>		13	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		51	4=Agree
				57	5=Strongly Agree
				1	-9/.M=Missing
				4	SYSMIS/.

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<b>Name</b>	C1H01f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Orientation to new teachers			2	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	3	2=Disagree
<b>Valid N</b>	129	<b>Mean</b>		1	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		39	4=Agree
				84	5=Strongly Agree
				1	-8/.D=Don't know
				1	-9/.M=Missing
				4	SYSMIS/.

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## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1H01g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Helps new teachers adjust			2	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	3	2=Disagree
<b>Valid N</b>	128	<b>Mean</b>		8	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		50	4=Agree
				65	5=Strongly Agree
				1	-8/.D=Don't know
				2	-9/.M=Missing
				4	SYSMIS/.

<b>Name</b>	C1H01h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Knows what teachers deal with			3	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	7	2=Disagree
<b>Valid N</b>	130	<b>Mean</b>		8	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		27	4=Agree
				85	5=Strongly Agree
				1	-9/.M=Missing
				4	SYSMIS/.

<b>Name</b>	C1H01i			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Timely delivery of materials			2	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	5	2=Disagree
<b>Valid N</b>	130	<b>Mean</b>		6	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		50	4=Agree
				67	5=Strongly Agree
				1	-9/.M=Missing
				4	SYSMIS/.

<b>Name</b>	C1H01j			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Teachers identify strengths/weaknesses			1	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	1	2=Disagree
<b>Valid N</b>	130	<b>Mean</b>		5	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		59	4=Agree
				64	5=Strongly Agree
				1	-9/.M=Missing
				4	SYSMIS/.

<b>Name</b>	C1H01k			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Atmosphere free from gossip			3	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	6	2=Disagree
<b>Valid N</b>	130	<b>Mean</b>		27	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		45	4=Agree
				49	5=Strongly Agree
				1	-9/.M=Missing
				4	SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1H01I	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Freedom for teachers	1	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	3
<b>Minimum</b>		<b>Maximum</b>	39
			4=Agree
			86
			5=Strongly Agree
			1 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1I01yy	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Year started at this HS	129	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	1995.44
<b>Minimum</b>	1980	<b>Maximum</b>	2006
			2 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1I02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Number those yrs teaching HS	129	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	13.51
<b>Minimum</b>	0	<b>Maximum</b>	30
			2 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1I03hrs	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Hours/week does salary cover	129	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	38.57
<b>Minimum</b>	15	<b>Maximum</b>	40
			2 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1I03min	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Minutes/week does salary cover	126	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	1.90
<b>Minimum</b>	0	<b>Maximum</b>	30
			5 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1I04hrs	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Hours/week do you actually work	126	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	47.87
<b>Minimum</b>	6	<b>Maximum</b>	70
			2 -8/.D=Don't know
			3 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1I04min	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Minutes/week do you actually work	122	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	122	<b>Mean</b>	0.49
<b>Minimum</b>	0	<b>Maximum</b>	30
			2 -8/.D=Don't know
			7 -9/.M=Missing
			4 SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1105	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Months/Year does salary cover	128	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	128	<b>Mean</b>	11.27
<b>Minimum</b>	8	<b>Maximum</b>	12
			1 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1106a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Time constraints hard to do job	19	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	57
<b>Minimum</b>		<b>Maximum</b>	54
			3=Great deal harder
			1 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1106b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Undefined role hard to do job	24	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	53
<b>Minimum</b>		<b>Maximum</b>	52
			3=Great deal harder
			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1106c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Not enough salary hard to do job	47	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	128	<b>Mean</b>	45
<b>Minimum</b>		<b>Maximum</b>	45
			3=Great deal harder
			1 -8/.D=Don't know
			2 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1106d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Lack of support staff	67	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	43
<b>Minimum</b>		<b>Maximum</b>	20
			3=Great deal harder
			1 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1106e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Lack of training hard to do job	106	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	18
<b>Minimum</b>		<b>Maximum</b>	6
			3=Great deal harder
			1 -9/.M=Missing
			4 SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1106f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Hard to do job for lack of support	82	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	37 2=Somewhat harder
<b>Minimum</b>		<b>Maximum</b>	10 3=Great deal harder
			1 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1106g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Hard to do job for lack of funds	55	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	36 2=Somewhat harder
<b>Minimum</b>		<b>Maximum</b>	38 3=Great deal harder
			1 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1106h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Challenging population	58	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	47 2=Somewhat harder
<b>Minimum</b>		<b>Maximum</b>	25 3=Great deal harder
			1 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1106i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Staff turnover	79	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	36 2=Somewhat harder
<b>Minimum</b>		<b>Maximum</b>	14 3=Great deal harder
			1 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1106j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Lack of parent support	52	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	64 2=Somewhat harder
<b>Minimum</b>		<b>Maximum</b>	14 3=Great deal harder
			1 -9/.M=Missing
			4 SYSMIS/.

<b>Name</b>	C1106k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Lack of qualified teachers	84	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	128	<b>Mean</b>	35 2=Somewhat harder
<b>Minimum</b>		<b>Maximum</b>	9 3=Great deal harder
			3 -9/.M=Missing
			4 SYSMIS/.

**Codebook for Center/Program-Level PUF, continued**

<b>Name</b>	C1106l			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Anything else?			1	2=Somewhat harder
<b>Format</b>	Num	<b>Type</b>	Source	18	3=Great deal harder
<b>Valid N</b>	19	<b>Mean</b>		87	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		25	-9/.M=Missing
				4	SYSMIS/.
<b>Name</b>	C1107a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Paid vacation time			30	0=No
<b>Format</b>	Num	<b>Type</b>	Source	100	1=Yes
<b>Valid N</b>	130	<b>Mean</b>		1	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>		4	SYSMIS/.
<b>Name</b>	C1107b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Paid sick leave			5	0=No
<b>Format</b>	Num	<b>Type</b>	Source	125	1=Yes
<b>Valid N</b>	130	<b>Mean</b>		1	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>		4	SYSMIS/.
<b>Name</b>	C1107c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Paid maternity/paternity leave			40	0=No
<b>Format</b>	Num	<b>Type</b>	Source	76	1=Yes
<b>Valid N</b>	116	<b>Mean</b>		1	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		13	-8/.D=Don't know
				1	-9/.M=Missing
				4	SYSMIS/.
<b>Name</b>	C1107d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Unpaid maternity/paternity leave			20	0=No
<b>Format</b>	Num	<b>Type</b>	Source	91	1=Yes
<b>Valid N</b>	111	<b>Mean</b>		1	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		17	-8/.D=Don't know
				2	-9/.M=Missing
				4	SYSMIS/.
<b>Name</b>	C1107e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Paid family leave			48	0=No
<b>Format</b>	Num	<b>Type</b>	Source	75	1=Yes
<b>Valid N</b>	123	<b>Mean</b>		7	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		1	-9/.M=Missing
				4	SYSMIS/.
<b>Name</b>	C1107f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Paid health insurance			2	0=No
<b>Format</b>	Num	<b>Type</b>	Source	128	1=Yes
<b>Valid N</b>	130	<b>Mean</b>		1	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>		4	SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1107g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Paid dental insurance			21	0=No
<b>Format</b>	Num	<b>Type</b>	Source	105	1=Yes
<b>Valid N</b>	126	<b>Mean</b>		4	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		1	-9/.M=Missing
				4	SYSMIS/.
<b>Name</b>	C1107h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Tuition reimbursement			44	0=No
<b>Format</b>	Num	<b>Type</b>	Source	78	1=Yes
<b>Valid N</b>	122	<b>Mean</b>		8	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		1	-9/.M=Missing
				4	SYSMIS/.
<b>Name</b>	C1107i			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Retirement plan			5	0=No
<b>Format</b>	Num	<b>Type</b>	Source	124	1=Yes
<b>Valid N</b>	129	<b>Mean</b>		1	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		1	-9/.M=Missing
				4	SYSMIS/.
<b>Name</b>	C1108a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: I enjoy my present teaching job			1	2=Disagree
<b>Format</b>	Num	<b>Type</b>	Source	4	3=Neither Agree nor Disagree
<b>Valid N</b>	129	<b>Mean</b>		36	4=Agree
<b>Minimum</b>		<b>Maximum</b>		88	5=Strongly Agree
				2	-9/.M=Missing
				4	SYSMIS/.
<b>Name</b>	C1108b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Make a difference to children			22	4=Agree
<b>Format</b>	Num	<b>Type</b>	Source	107	5=Strongly Agree
<b>Valid N</b>	129	<b>Mean</b>		2	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>		4	SYSMIS/.
<b>Name</b>	C1108c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Start over, choose teaching			1	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	2	2=Disagree
<b>Valid N</b>	127	<b>Mean</b>		5	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		25	4=Agree
				94	5=Strongly Agree
				2	-8/.D=Don't know
				2	-9/.M=Missing
				4	SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1109			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Continue working for HS next year			111	1=Very likely
<b>Format</b>	Num	<b>Type</b>	Source	13	2=Somewhat likely
<b>Valid N</b>	129	<b>Mean</b>		1	3=Somewhat unlikely
<b>Minimum</b>		<b>Maximum</b>		4	4=Very unlikely
				1	-8/.D=Don't know
				1	-9/.M=Missing
				4	SYSMIS/.
<b>Name</b>	C1110			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Any children who attend HS now			126	0=No
<b>Format</b>	Num	<b>Type</b>	Source	4	1=Yes
<b>Valid N</b>	130	<b>Mean</b>		1	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>		4	SYSMIS/.
<b>Name</b>	C1111			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Any child in past attend HS			83	0=No
<b>Format</b>	Num	<b>Type</b>	Source	42	1=Yes
<b>Valid N</b>	125	<b>Mean</b>		4	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		2	-9/.M=Missing
				4	SYSMIS/.
<b>Name</b>	C1112			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Highest grade of school completed			9	7=Some college but no degree
<b>Format</b>	Num	<b>Type</b>	Source	23	8=Associate's degree
<b>Valid N</b>	130	<b>Mean</b>		46	9=Bachelor's degree
<b>Minimum</b>		<b>Maximum</b>		12	10=Graduate/professional schl, no degree
				38	11=Master's degree (MA, MS)
				2	12=Doctorate degree (PhD, EDD)
				1	-9/.M=Missing
				4	SYSMIS/.
<b>Name</b>	C1113			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: What field is your highest degree			19	1=Child development or developmental psychology
<b>Format</b>	Num	<b>Type</b>	Source	29	2=Early childhood education
<b>Valid N</b>	121	<b>Mean</b>		17	3=Elementary education
<b>Minimum</b>		<b>Maximum</b>		3	4=Special education
				26	5=Other field
				4	6=Curriculum Development
				14	7=Administration
				9	10=Psychology, Counseling, or Social Work
				9	-1/.N=Not Applicable
				1	-9/.M=Missing
				4	SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1114	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Field include early childhood education	9	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	121 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -9/.M=Missing 4 SYSMIS/.

<b>Name</b>	C1115	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Completed courses in ECE since degree	4	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	9	<b>Mean</b>	5 1=Yes 121 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1 -9/.M=Missing 4 SYSMIS/.

<b>Name</b>	C1116box	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Attend college	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	129 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -9/.M=Missing 4 SYSMIS/.

<b>Name</b>	C1118	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Do you have a CDA credential	79	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	51 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -9/.M=Missing 4 SYSMIS/.

<b>Name</b>	C1119	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Have state-awarded preschool certificate	91	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	128	<b>Mean</b>	37 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know 1 -9/.M=Missing 4 SYSMIS/.

<b>Name</b>	C1120	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Have teaching certificate or license	71	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	59 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -9/.M=Missing 4 SYSMIS/.

<b>Name</b>	C1122	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Member of NAEYC, NHSA, NEA	33	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	97 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -9/.M=Missing 4 SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	C1123	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Annual salary	118	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	118	<b>Mean</b>	39974.58
<b>Minimum</b>	12000	<b>Maximum</b>	75000
			6 -7/.R=Refused
			6 -8/.D=Don't know
			1 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1124	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: What is your gender	10	1=Male
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	120
<b>Minimum</b>		<b>Maximum</b>	2=Female
			1 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1125	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: In what year were you born	128	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	128	<b>Mean</b>	1959.94
<b>Minimum</b>	1950	<b>Maximum</b>	1980
			2 -7/.R=Refused
			1 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1126	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Spanish, Hispanic, or Latino origin	112	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	18
<b>Minimum</b>		<b>Maximum</b>	1=Yes
			1 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1127	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Which one best describes you . . .	9	1=Mexican, Mexican American, Chicano
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	17	<b>Mean</b>	8
<b>Minimum</b>		<b>Maximum</b>	4=Some other Spanish/Hispanic/Latino group
			112 -1/.N=Not Applicable
			2 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1128_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: White	67	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	62
<b>Minimum</b>		<b>Maximum</b>	11=White
			1 -7/.R=Refused
			1 -9/.M=Missing
			4 SYSMIS/.
<b>Name</b>	C1128_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Black, African American	81	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	48
<b>Minimum</b>		<b>Maximum</b>	12=Black or African American
			1 -7/.R=Refused
			1 -9/.M=Missing
			4 SYSMIS/.

**Codebook for Center/Program-Level PUF, continued**

<b>Name</b>	C1128_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: American Indian, Alaska Native	128	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	1 13=American Indian or Alaska Native
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 1 -9/.M=Missing 4 SYSMIS/.
<b>Name</b>	C1128_20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Asian	127	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	2 20=Asian
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 1 -9/.M=Missing 4 SYSMIS/.
<b>Name</b>	C1128_24	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Native Hawaiian/Pacific Islander	128	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	1 24=Native Hawaiian or other Pacific Islander
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 1 -9/.M=Missing 4 SYSMIS/.
<b>Name</b>	C1128_25	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Another race	111	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	18 25=Another race
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 1 -9/.M=Missing 4 SYSMIS/.
<b>Name</b>	C1129	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Speak language other than English	94	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	36 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -9/.M=Missing 4 SYSMIS/.
<b>Name</b>	C1130_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Spanish	8	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	35	<b>Mean</b>	27 12=Spanish
<b>Minimum</b>		<b>Maximum</b>	94 -1/.N=Not Applicable 2 -9/.M=Missing 4 SYSMIS/.
<b>Name</b>	C1130_21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Other (specify)	24	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	35	<b>Mean</b>	11 21=Other
<b>Minimum</b>		<b>Maximum</b>	94 -1/.N=Not Applicable 2 -9/.M=Missing 4 SYSMIS/.

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	E1_Date	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Date of Interview	22	Sep 2006
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	116	<b>Mean</b>	65 Oct 2006
<b>Minimum</b>		<b>Maximum</b>	29 November 2006
			19 -9/.M=Missing

<b>Name</b>	E1K01a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Develop curriculum, schedule, class plan	14	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	121 1=Yes
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	E1K01b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Assist dir in program mgement	11	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	124 1=Yes
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	E1K01c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Provide staff training/education	4	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	131 1=Yes
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	E1K01d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Arrange for IEPs for children	96	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	39 1=Yes
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	E1K01e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Conduct child assessments	47	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	88 1=Yes
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	E1K01f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Administer/Support assessments	31	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	104 1=Yes
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	E1K01g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Administer NRS	9	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	124 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	E1K01h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Arrange for Mentor-Coach initiative	54	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	79 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing
<b>Name</b>	E1K01i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Supervise/Mentor classroom staff	13	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	122 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	E1K01j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Manage transition to school activities	43	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	90 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing
<b>Name</b>	E1K01k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Provide parent education	39	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	96 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	E1K01l	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Provide outreach services	62	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	73 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	E1K01m	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Supervise home visitors	85	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	131	<b>Mean</b>	46 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -9/.M=Missing
<b>Name</b>	E1K01n	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Service for child w/other community	71	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	64 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	E1K01o	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Activities involving parents	41	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	94 1=Yes
<b>Minimum</b>		<b>Maximum</b>	

**Codebook for Center/Program-Level PUF, continued**

<b>Name</b>	E1K01p	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Another responsibility (specify)	75	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	60
<b>Minimum</b>		<b>Maximum</b>	1=Yes
<b>Name</b>	E1K01q	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Another responsibility (specify)	34	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	60	<b>Mean</b>	26
<b>Minimum</b>		<b>Maximum</b>	75 -1/.N=Not Applic
<b>Name</b>	E1K01r	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Another responsibility (specify)	5	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	26	<b>Mean</b>	21
<b>Minimum</b>		<b>Maximum</b>	109 -1/.N=Not Applic
<b>Name</b>	E1K02a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Develop curriculum, schedule, class plan	32	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	56
<b>Minimum</b>		<b>Maximum</b>	23
			18
			6 -9/.M=Missing
<b>Name</b>	E1K02b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Assist dir in program mgement	59	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	22
<b>Minimum</b>		<b>Maximum</b>	29
			17
			8 -9/.M=Missing
<b>Name</b>	E1K02c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Provide staff training/education	58	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	21
<b>Minimum</b>		<b>Maximum</b>	22
			26
			8 -9/.M=Missing
<b>Name</b>	E1K02d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Arrange for IEPs for children	113	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	8
<b>Minimum</b>		<b>Maximum</b>	8
			6 -9/.M=Missing

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	E1K02e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Conduct child assessments	121	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	6 3=Third responsibility
<b>Minimum</b>		<b>Maximum</b>	8 -9/.M=Missing
<b>Name</b>	E1K02f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Administer/Support assessments	114	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	5 2=Secondary responsibility
<b>Minimum</b>		<b>Maximum</b>	8 3=Third responsibility
			8 -9/.M=Missing
<b>Name</b>	E1K02g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Administer NRS	113	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	3 1=Primary responsibility
<b>Minimum</b>		<b>Maximum</b>	6 2=Secondary responsibility
			5 3=Third responsibility
			8 -9/.M=Missing
<b>Name</b>	E1K02h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Arrange for Mentor-Coach initiative	125	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	2 3=Third responsibility
<b>Minimum</b>		<b>Maximum</b>	8 -9/.M=Missing
<b>Name</b>	E1K02i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Supervise/Mentor classroom staff	79	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	8 1=Primary responsibility
<b>Minimum</b>		<b>Maximum</b>	22 2=Secondary responsibility
			18 3=Third responsibility
			8 -9/.M=Missing
<b>Name</b>	E1K02j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Manage transition to school activities	121	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	2 1=Primary responsibility
<b>Minimum</b>		<b>Maximum</b>	1 2=Secondary responsibility
			3 3=Third responsibility
			8 -9/.M=Missing
<b>Name</b>	E1K02k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Provide parent education	124	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	3 3=Third responsibility
<b>Minimum</b>		<b>Maximum</b>	8 -9/.M=Missing

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	E1K02l	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Provide outreach services	119	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	2 1=Primary responsibility
<b>Minimum</b>		<b>Maximum</b>	1 2=Secondary responsibility
			5 3=Third responsibility
			8 -9/.M=Missing

<b>Name</b>	E1K02m	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Supervise home visitors	123	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	2 1=Primary responsibility
<b>Minimum</b>		<b>Maximum</b>	2 2=Secondary responsibility
			8 -9/.M=Missing

<b>Name</b>	E1K02n	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Service for child w/other community	126	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	1 1=Primary responsibility
<b>Minimum</b>		<b>Maximum</b>	8 -9/.M=Missing

<b>Name</b>	E1K02o	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Activities involving parents	127	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	8 -9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	E1K02p	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Another responsibility	113	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	12 1=Primary responsibility
<b>Minimum</b>		<b>Maximum</b>	2 3=Third responsibility
			8 -9/.M=Missing

<b>Name</b>	E1K02q	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Another responsibility	120	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	2 1=Primary responsibility
<b>Minimum</b>		<b>Maximum</b>	5 3=Third responsibility
			8 -9/.M=Missing

<b>Name</b>	E1K02r	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Another responsibility	122	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	5 2=Secondary responsibility
<b>Minimum</b>		<b>Maximum</b>	8 -9/.M=Missing

<b>Name</b>	E1K03a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Child development and ECE	6	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	129 1=Yes
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	E1K03b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Curriculum materials and teaching strategies	2	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	131 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing

<b>Name</b>	E1K03c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Involve parents in the classroom	40	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	95 1=Yes
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	E1K03d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Classroom management	12	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	123 1=Yes
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	E1K03e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Classroom safety, hygiene, health	30	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	103 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing

<b>Name</b>	E1K03f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Assessment of child progress	15	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	120 1=Yes
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	E1K03g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Observation of child behavior	13	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	122 1=Yes
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	E1K03h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Effective communication w/parents	29	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	134	<b>Mean</b>	105 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -9/.M=Missing

<b>Name</b>	E1K03i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Child abuse, neglect	34	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	134	<b>Mean</b>	100 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -9/.M=Missing

**Codebook for Center/Program-Level PUF, continued**

<b>Name</b>	E1K03j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Supervise classroom workers	50	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	134	<b>Mean</b>	84 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -9/.M=Missing
<b>Name</b>	E1K03k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Team teaching	43	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	134	<b>Mean</b>	91 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -9/.M=Missing
<b>Name</b>	E1K03l	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Something else (Specify)	77	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	58 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	E1K03m	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Something else (Specify)	18	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	58	<b>Mean</b>	40 1=Yes
<b>Minimum</b>		<b>Maximum</b>	77 -1/.N=Not Applic
<b>Name</b>	E1K03n	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Something else (Specify)	21	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	40	<b>Mean</b>	19 1=Yes
<b>Minimum</b>		<b>Maximum</b>	95 -1/.N=Not Applic
<b>Name</b>	E1K04a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Child development and ECE	49	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	117	<b>Mean</b>	49 1=Most important
<b>Minimum</b>		<b>Maximum</b>	7 2=2nd most important
			12 3=3rd most important
			18 -9/.M=Missing
<b>Name</b>	E1K04b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3:Curriculum materials & teaching strategies	58	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	117	<b>Mean</b>	20 1=Most important
<b>Minimum</b>		<b>Maximum</b>	31 2=2nd most important
			8 3=3rd most important
			18 -9/.M=Missing

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	E1K04c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Involve parents in the classroom	98	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	117	<b>Mean</b>	1 1=Most important
<b>Minimum</b>		<b>Maximum</b>	6 2=2nd most important
			12 3=3rd most important
			18 -9/.M=Missing

<b>Name</b>	E1K04d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Classroom management	61	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	119	<b>Mean</b>	17 1=Most important
<b>Minimum</b>		<b>Maximum</b>	21 2=2nd most important
			20 3=3rd most important
			16 -9/.M=Missing

<b>Name</b>	E1K04e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Classroom safety, hygiene, health	95	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	119	<b>Mean</b>	7 1=Most important
<b>Minimum</b>		<b>Maximum</b>	9 2=2nd most important
			8 3=3rd most important
			16 -9/.M=Missing

<b>Name</b>	E1K04f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Assessment of child progress	67	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	117	<b>Mean</b>	11 1=Most important
<b>Minimum</b>		<b>Maximum</b>	13 2=2nd most important
			26 3=3rd most important
			18 -9/.M=Missing

<b>Name</b>	E1K04g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Observation of child behavior	94	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	117	<b>Mean</b>	2 1=Most important
<b>Minimum</b>		<b>Maximum</b>	10 2=2nd most important
			11 3=3rd most important
			18 -9/.M=Missing

<b>Name</b>	E1K04h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Effective communication w/parents	98	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	117	<b>Mean</b>	4 1=Most important
<b>Minimum</b>		<b>Maximum</b>	10 2=2nd most important
			5 3=3rd most important
			18 -9/.M=Missing

<b>Name</b>	E1K04i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Child abuse, neglect	113	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	117	<b>Mean</b>	4 2=2nd most important
<b>Minimum</b>		<b>Maximum</b>	18 -9/.M=Missing

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	E1K04j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Supervise classroom workers	106	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	117	<b>Mean</b>	11 3=3rd most important
<b>Minimum</b>		<b>Maximum</b>	18 -9/.M=Missing

<b>Name</b>	E1K04k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Team teaching	116	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	117	<b>Mean</b>	1 3=3rd most important
<b>Minimum</b>		<b>Maximum</b>	18 -9/.M=Missing

<b>Name</b>	E1K04l	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Something else	104	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	117	<b>Mean</b>	6 1=Most important
<b>Minimum</b>		<b>Maximum</b>	3 2=2nd most important
			4 3=3rd most important
			18 -9/.M=Missing

<b>Name</b>	E1K04m	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Something else	117	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	117	<b>Mean</b>	18 -9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	E1K04n	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Top 3: Something else	115	0=Not top 3
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	117	<b>Mean</b>	2 1=Most important
<b>Minimum</b>		<b>Maximum</b>	18 -9/.M=Missing

<b>Name</b>	E1B01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Helped teachers get CDA	31	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	104 1=Yes
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	E1B02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Helped teachers get degree	11	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	124 1=Yes
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	E1B03a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Providing tuition assistance?	15	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	120	<b>Mean</b>	105 1=Yes
<b>Minimum</b>		<b>Maximum</b>	11 -1/.N=Not Applic
			4 -8/.D=Don't know

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	E1B03b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Giving teachers release time?			37	0=No
<b>Format</b>	Num	<b>Type</b>	Source	85	1=Yes
<b>Valid N</b>	122	<b>Mean</b>		11	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		2	-8/.D=Don't know
<b>Name</b>	E1B03c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Provide assistance for course books			30	0=No
<b>Format</b>	Num	<b>Type</b>	Source	85	1=Yes
<b>Valid N</b>	115	<b>Mean</b>		11	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		9	-8/.D=Don't know
<b>Name</b>	E1B03d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Provide onsite AA or BA courses			70	0=No
<b>Format</b>	Num	<b>Type</b>	Source	51	1=Yes
<b>Valid N</b>	121	<b>Mean</b>		11	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		3	-8/.D=Don't know
<b>Name</b>	E1B03e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Anything else?			47	0=No
<b>Format</b>	Num	<b>Type</b>	Source	74	1=Yes
<b>Valid N</b>	121	<b>Mean</b>		11	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		3	-8/.D=Don't know
<b>Name</b>	E1B04a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Teachers, asst teachers get T/TA			17	1=Weekly
<b>Format</b>	Num	<b>Type</b>	Source	31	2=2 or 3 times per month
<b>Valid N</b>	135	<b>Mean</b>		65	3=Monthly
<b>Minimum</b>		<b>Maximum</b>		22	4=Once every few months
<b>Name</b>	E1B04b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Family service workers get T/TA			7	1=Weekly
<b>Format</b>	Num	<b>Type</b>	Source	19	2=2 or 3 times per month
<b>Valid N</b>	108	<b>Mean</b>		61	3=Monthly
<b>Minimum</b>		<b>Maximum</b>		17	4=Once every few months
				4	5=Once a year or less
				27	-8/.D=Don't know
<b>Name</b>	E1B04c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Health staff get T/TA			2	1=Weekly
<b>Format</b>	Num	<b>Type</b>	Source	19	2=2 or 3 times per month
<b>Valid N</b>	102	<b>Mean</b>		49	3=Monthly
<b>Minimum</b>		<b>Maximum</b>		29	4=Once every few months
				3	5=Once a year or less
				4	-1/.N=Not Applicable
				29	-8/.D=Don't know

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	E1B05_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Trainers: Center/grantee staff	10	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	125
<b>Minimum</b>		<b>Maximum</b>	1=Center or grantee staff
<b>Name</b>	E1B05_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Trainers: Other community resources	47	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	88
<b>Minimum</b>		<b>Maximum</b>	2=Other community resources
<b>Name</b>	E1B05_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Trainers: Local consultants	41	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	94
<b>Minimum</b>		<b>Maximum</b>	3=Local consultants
<b>Name</b>	E1B05_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Trainers: T/TA contractor	83	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	52
<b>Minimum</b>		<b>Maximum</b>	4=Regional T/TA contractor
<b>Name</b>	E1B05_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Trainers: National HS Assoc	95	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	40
<b>Minimum</b>		<b>Maximum</b>	5=National Head Start Association
<b>Name</b>	E1B05_6	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Trainers: Conferences	69	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	66
<b>Minimum</b>		<b>Maximum</b>	6=State or national conferences
<b>Name</b>	E1B05_7	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Trainers: Private companies	85	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	50
<b>Minimum</b>		<b>Maximum</b>	7=Private companies or organizations
<b>Name</b>	E1B05_8	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Other Trainers	124	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	11
<b>Minimum</b>		<b>Maximum</b>	8=Other

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	E1B05_9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: No trainings	135	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	E1B06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Consulted with T/TA staff	4	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	124	<b>Mean</b>	9 -8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing
<b>Name</b>	E1B07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Developed T/TA plan	6	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	125	<b>Mean</b>	10 -8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	E1B08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Did T/TA staff help with the plan	8	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	110	<b>Mean</b>	16 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	9 -8/.D=Don't know
<b>Name</b>	E1B09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Participated in training/TA sessions	10	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	122	<b>Mean</b>	13 -8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	E1B10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Participation of other programs in training	40	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	112	<b>Mean</b>	23 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	E1B11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: How helpful was training T/TA session	67	1=very helpful
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	110	<b>Mean</b>	22 2=fairly helpful
<b>Minimum</b>		<b>Maximum</b>	19 3=could be more helpful
			2 4=could be much more helpful
			23 -1/.N=Not Applicable
			2 -8/.D=Don't know
<b>Name</b>	E1B12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: More training	17	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	132	<b>Mean</b>	3 -8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	E1B13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Mentor in classroom	40	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	134	<b>Mean</b>	94 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
<b>Name</b>	E1B14a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: More experienced teachers	5	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	94	<b>Mean</b>	89 1=Yes
<b>Minimum</b>		<b>Maximum</b>	41 -1/.N=Not Applic
<b>Name</b>	E1B14b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Education coordinators	39	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	94	<b>Mean</b>	55 1=Yes
<b>Minimum</b>		<b>Maximum</b>	41 -1/.N=Not Applic
<b>Name</b>	E1B14c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Consultant	67	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	94	<b>Mean</b>	27 1=Yes
<b>Minimum</b>		<b>Maximum</b>	41 -1/.N=Not Applic
<b>Name</b>	E1B15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: How often mentor comes to class	39	1=Once a week
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	93	<b>Mean</b>	7 2=Once every two weeks
<b>Minimum</b>		<b>Maximum</b>	28 3=Once a month
			19 4=Less than once a month
			41 -1/.N=Not Applicable
			1 -9/.M=Missing
<b>Name</b>	E1E01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Specific or combination of curricula used	84	1=Yes, specific curriculum
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	51 2=Yes, combination
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	E1E02_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Creative curriculum	39	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	96 11=Creative Curriculum
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	E1E02_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: High Scope	106	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	29 12=High/Scope
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	E1E02_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: High Reach	133	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	2
<b>Minimum</b>		<b>Maximum</b>	13=High Reach
<b>Name</b>	E1E02_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Let's begin with the letter people	135	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	E1E02_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Montessori	135	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	E1E02_16	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Bank street	135	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	E1E02_17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Child centered classrooms	133	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	2
<b>Minimum</b>		<b>Maximum</b>	17=CreatngChildCntrdClassrms-StepByStep
<b>Name</b>	E1E02_18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Scholastic curriculum	129	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	6
<b>Minimum</b>		<b>Maximum</b>	18=Scholastic curriculum
<b>Name</b>	E1E02_19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Locally designed curriculum	129	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	6
<b>Minimum</b>		<b>Maximum</b>	19=Locally designed curriculum
<b>Name</b>	E1E02_20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Curiosity corner	135	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	E1E02_21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Other (specify)	94	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	41 21=Other (from A7)
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	E1E03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: What is your main curriculum	21	11=Creative Curriculum
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	49	<b>Mean</b>	10 12=High/Scope
<b>Minimum</b>		<b>Maximum</b>	2 13=High Reach
			4 18=Scholastic curriculum
			2 19=Locally designed curriculum
			10 21=Other (from A7)
			84 -1/.N=Not Applicable
			2 -9/.M=Missing
<b>Name</b>	E1E04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Who makes most decisions	6	1=Head Start program administrators
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	19 2=Individual center directors/managers
<b>Minimum</b>		<b>Maximum</b>	20 3=Content area specialists/coordinators
			79 4=Individual teachers
			2 5=Parents
			9 6=Someone else
<b>Name</b>	E1E05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Efforts to improve child literacy	135	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	E1E06a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Parent Literacy Mentor training	38	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	92 1=Yes
<b>Minimum</b>		<b>Maximum</b>	5 -8/.D=Don't know
<b>Name</b>	E1E06b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Mentor-Coach training	41	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	127	<b>Mean</b>	86 1=Yes
<b>Minimum</b>		<b>Maximum</b>	7 -8/.D=Don't know
			1 -9/.M=Missing
<b>Name</b>	E1E06c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Steps to Success	46	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	120	<b>Mean</b>	74 1=Yes
<b>Minimum</b>		<b>Maximum</b>	14 -8/.D=Don't know
			1 -9/.M=Missing

**Codebook for Center/Program-Level PUF, continued**

<b>Name</b>	E1E06d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Other			42	0=No
<b>Format</b>	Num	<b>Type</b>	Source	91	1=Yes
<b>Valid N</b>	133	<b>Mean</b>		2	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	E1E07a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Reading stories to the children?			131	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source	2	2=Somewhat encouraged
<b>Valid N</b>	133	<b>Mean</b>		2	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	E1E07b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Retelling stories?			116	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source	17	2=Somewhat encouraged
<b>Valid N</b>	133	<b>Mean</b>		2	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	E1E07c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Discussing new words?			123	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source	10	2=Somewhat encouraged
<b>Valid N</b>	133	<b>Mean</b>		2	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	E1E07d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Learning about rhyming words			118	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source	15	2=Somewhat encouraged
<b>Valid N</b>	133	<b>Mean</b>		2	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	E1E07e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Learn about common prepositions			108	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source	20	2=Somewhat encouraged
<b>Valid N</b>	133	<b>Mean</b>		5	3=Not very much encouraged
<b>Minimum</b>		<b>Maximum</b>		2	-9/.M=Missing
<b>Name</b>	E1E07f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Learn about conventions of print			119	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source	14	2=Somewhat encouraged
<b>Valid N</b>	133	<b>Mean</b>		2	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	E1E07g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Learning the names of letters?			127	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source	6	2=Somewhat encouraged
<b>Valid N</b>	133	<b>Mean</b>		2	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>			

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	E1E07h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Writing letters of the alphabet?			112	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source	21	2=Somewhat encouraged
<b>Valid N</b>	133	<b>Mean</b>		2	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	E1E07i			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Writing own name?			117	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source	16	2=Somewhat encouraged
<b>Valid N</b>	133	<b>Mean</b>		2	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	E1E07j			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Working on phonics?			100	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source	28	2=Somewhat encouraged
<b>Valid N</b>	133	<b>Mean</b>		2	3=Not very much encouraged
<b>Minimum</b>		<b>Maximum</b>		3	4=Not at all encouraged
				2	-9/.M=Missing
<b>Name</b>	E1E07k			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Count out loud?			127	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source	4	2=Somewhat encouraged
<b>Valid N</b>	131	<b>Mean</b>		4	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	E1E07l			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Work with geometric manipulatives			102	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source	29	2=Somewhat encouraged
<b>Valid N</b>	131	<b>Mean</b>		4	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	E1E07m			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Work with counting manipulatives			112	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source	19	2=Somewhat encouraged
<b>Valid N</b>	133	<b>Mean</b>		2	3=Not very much encouraged
<b>Minimum</b>		<b>Maximum</b>		2	-9/.M=Missing
<b>Name</b>	E1E07n			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Play math-related games			100	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source	26	2=Somewhat encouraged
<b>Valid N</b>	133	<b>Mean</b>		7	3=Not very much encouraged
<b>Minimum</b>		<b>Maximum</b>		2	-9/.M=Missing

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	E1E07o	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Use music for math concepts	84	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	33 2=Somewhat encouraged
<b>Minimum</b>		<b>Maximum</b>	15 3=Not very much encouraged
			1 4=Not at all encouraged
			2 -9/.M=Missing

<b>Name</b>	E1E07p	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Work with rulers, measuring cups, spoons	99	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	30 2=Somewhat encouraged
<b>Minimum</b>		<b>Maximum</b>	2 3=Not very much encouraged
			2 4=Not at all encouraged
			2 -9/.M=Missing

<b>Name</b>	E1E07q	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Engage in calendar-related activities?	103	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	132	<b>Mean</b>	23 2=Somewhat encouraged
<b>Minimum</b>		<b>Maximum</b>	6 3=Not very much encouraged
			3 -9/.M=Missing

<b>Name</b>	E1E07r	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Engage in activities related to telling time?	78	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	132	<b>Mean</b>	29 2=Somewhat encouraged
<b>Minimum</b>		<b>Maximum</b>	23 3=Not very much encouraged
			2 4=Not at all encouraged
			3 -9/.M=Missing

<b>Name</b>	E1E07s	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Engage in activities with shapes and patterns?	122	1=Very much encouraged
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	11 2=Somewhat encouraged
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing

<b>Name</b>	E1E08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Assess children's development	4	2=Twice
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	131 3=Three or more times
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	E1E09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: What is main assessment tool	55	1=The Creative Curriculum Developmental Continuum Assessment Toolkit for Ages 3-5
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	12 2=High/Scope Child Observation Record (COR)
<b>Minimum</b>		<b>Maximum</b>	9 3=Galileo
			2 4=Ages and Stages Questionnaires:a parent-completed, child-monitoring system
			18 5=Desired Results Developmental Profile (DRDP)
			6 6=Work Sampling System for Head Start
			12 7=Learning Accomplishment Profile Screening (LAP including E-LAP, LAP-R and LAP-D)
			4 9=Brigance Preschool Screen for three and four year old children
			8 10=Assessment designed for this program
			9 12=Other
<b>Name</b>	E1E10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: What methods do you use for these assessments?	41	1=Ratings based on classroom observation or work sampling
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	4 2=Testing with standardized tests or assessment instruments
<b>Minimum</b>		<b>Maximum</b>	88 3=Both observation-based ratings and direct assessment
			2 4=Other
<b>Name</b>	E1E11a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: How often child assmt reported to parents	2	1=Once at beginning of year
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	24 3=Beginning and end of year
<b>Minimum</b>		<b>Maximum</b>	104 4=More often
			5 -9/.M=Missing
<b>Name</b>	E1E11b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: How often child assmt reported to administrators	4	2=Once at end of year
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	134	<b>Mean</b>	15 3=Beginning and end of year
<b>Minimum</b>		<b>Maximum</b>	115 4=More often
			1 -9/.M=Missing
<b>Name</b>	E1E11c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: How often child assmt recorded in child's file	2	2=Once at end of year
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	134	<b>Mean</b>	6 3=Beginning and end of year
<b>Minimum</b>		<b>Maximum</b>	126 4=More often
			1 -9/.M=Missing
<b>Name</b>	E1E12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Use of NRS reports	135	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	E1E13a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Reported NRS results to management	133	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	2 -9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	E1E13b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Reported NRS results to teachers	5	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	132	<b>Mean</b>	127 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			2 -9/.M=Missing
<b>Name</b>	E1E13c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Reported NRS results to parents	8	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	125	<b>Mean</b>	117 1=Yes
<b>Minimum</b>		<b>Maximum</b>	8 -8/.D=Don't know
			2 -9/.M=Missing
<b>Name</b>	E1E13d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Reported NRS results to advisory boards	15	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	118	<b>Mean</b>	103 1=Yes
<b>Minimum</b>		<b>Maximum</b>	15 -8/.D=Don't know
			2 -9/.M=Missing
<b>Name</b>	E1E13e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Any other way?	61	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	65 1=Yes
<b>Minimum</b>		<b>Maximum</b>	7 -8/.D=Don't know
			2 -9/.M=Missing
<b>Name</b>	E1E14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Any changes in classroom because of NRS reports	5	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	128	<b>Mean</b>	123 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -8/.D=Don't know
			4 -9/.M=Missing
<b>Name</b>	E1E15a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Increased focus on letter naming activities	11	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	91	<b>Mean</b>	80 1=Yes
<b>Minimum</b>		<b>Maximum</b>	8 -1/.N=Not Applic
			2 -8/.D=Don't know
			34 -9/.M=Missing

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	E1E15b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Increased focus on literacy and reading	7	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	91	<b>Mean</b>	84 1=Yes
<b>Minimum</b>		<b>Maximum</b>	8 -1/.N=Not Applic
			2 -8/.D=Don't know
			34 -9/.M=Missing

<b>Name</b>	E1E15c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Increased focus on counting and number recognitn	14	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	91	<b>Mean</b>	77 1=Yes
<b>Minimum</b>		<b>Maximum</b>	8 -1/.N=Not Applic
			2 -8/.D=Don't know
			34 -9/.M=Missing

<b>Name</b>	E1E15d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Increased focus on math skills	16	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	91	<b>Mean</b>	75 1=Yes
<b>Minimum</b>		<b>Maximum</b>	8 -1/.N=Not Applic
			2 -8/.D=Don't know
			34 -9/.M=Missing

<b>Name</b>	E1E15e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Purchased classroom materials	19	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	90	<b>Mean</b>	71 1=Yes
<b>Minimum</b>		<b>Maximum</b>	8 -1/.N=Not Applic
			3 -8/.D=Don't know
			34 -9/.M=Missing

<b>Name</b>	E1E15f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Purchased books/literacy materials	11	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	91	<b>Mean</b>	80 1=Yes
<b>Minimum</b>		<b>Maximum</b>	8 -1/.N=Not Applic
			2 -8/.D=Don't know
			34 -9/.M=Missing

<b>Name</b>	E1E15g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Encouragd parents to supplement learning at home	9	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	91	<b>Mean</b>	82 1=Yes
<b>Minimum</b>		<b>Maximum</b>	8 -1/.N=Not Applic
			2 -8/.D=Don't know
			34 -9/.M=Missing

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	E1E15h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Anything else	53	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	91	<b>Mean</b>	8 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
			34 -9/.M=Missing

<b>Name</b>	E1H01a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Teachers feel good about jobs	5	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	3 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	7 3=Neither Agree nor Disagree
			53 4=Agree
			62 5=Strongly Agree
			5 -9/.M=Missing

<b>Name</b>	E1H01b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Promotes teamwork among teachers	3	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	5 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	35 4=Agree
			87 5=Strongly Agree
			5 -9/.M=Missing

<b>Name</b>	E1H01c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Teachers feel part of team	3	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	3 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	35 4=Agree
			89 5=Strongly Agree
			5 -9/.M=Missing

<b>Name</b>	E1H01d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Teachers don't feel isolated	3	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	4 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	5 3=Neither Agree nor Disagree
			39 4=Agree
			79 5=Strongly Agree
			5 -9/.M=Missing

<b>Name</b>	E1H01e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Assistance to teachers	3	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	11 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	6 3=Neither Agree nor Disagree
			57 4=Agree
			53 5=Strongly Agree
			5 -9/.M=Missing

## Codebook for Center/Program-Level PUF, continued

Name	E1H01f	Frequency	Code and Description
<b>Label</b>	E1: Orientation to new teachers	3	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	5 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	2 3=Neither Agree nor Disagree
			42 4=Agree
			78 5=Strongly Agree
			5 -9/.M=Missing

Name	E1H01g	Frequency	Code and Description
<b>Label</b>	E1: Helps new teachers adjust	3	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	5 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	65 4=Agree
			57 5=Strongly Agree
			5 -9/.M=Missing

Name	E1H01h	Frequency	Code and Description
<b>Label</b>	E1: Knows what teachers deal with	3	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	3 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	28 4=Agree
			96 5=Strongly Agree
			5 -9/.M=Missing

Name	E1H01i	Frequency	Code and Description
<b>Label</b>	E1: Timely delivery of materials	3	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	2 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	7 3=Neither Agree nor Disagree
			65 4=Agree
			53 5=Strongly Agree
			5 -9/.M=Missing

Name	E1H01j	Frequency	Code and Description
<b>Label</b>	E1: Teachers identify strengths/weaknesses	3	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	7 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	3 3=Neither Agree nor Disagree
			55 4=Agree
			62 5=Strongly Agree
			5 -9/.M=Missing

Name	E1H01k	Frequency	Code and Description
<b>Label</b>	E1: Atmosphere free from gossip	5	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	11 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	15 3=Neither Agree nor Disagree
			57 4=Agree
			42 5=Strongly Agree
			5 -9/.M=Missing

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	E1H01I	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Freedom for teachers	3	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	5 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	4 3=Neither Agree nor Disagree
			35 4=Agree
			83 5=Strongly Agree
			5 -9/.M=Missing

<b>Name</b>	E1L01a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Responsive to individual differences	21	4=Agree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	112 5=Strongly Agree
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing

<b>Name</b>	E1L01b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Curriculum taught as separate subject	60	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	46 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	11 3=Neither Agree nor Disagree
			12 4=Agree
			4 5=Strongly Agree
			2 -9/.M=Missing

<b>Name</b>	E1L01c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Child allowed to pick own activities	31	4=Agree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	102 5=Strongly Agree
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing

<b>Name</b>	E1L01d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Child should cut own shapes	2	2=Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	2 3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>	26 4=Agree
			103 5=Strongly Agree
			2 -9/.M=Missing

<b>Name</b>	E1L01e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Student should work silently	100	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	25 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	2 3=Neither Agree nor Disagree
			4 4=Agree
			2 5=Strongly Agree
			2 -9/.M=Missing

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	E1L01f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Learns from active explorations			11	4=Agree
<b>Format</b>	Num	<b>Type</b>	Source	122	5=Strongly Agree
<b>Valid N</b>	133	<b>Mean</b>		2	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	E1L01g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Treats for appropriate behavior			64	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	37	2=Disagree
<b>Valid N</b>	133	<b>Mean</b>		10	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		20	4=Agree
				2	5=Strongly Agree
				2	-9/.M=Missing
<b>Name</b>	E1L01h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Punish for appropriate behavior			103	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	22	2=Disagree
<b>Valid N</b>	133	<b>Mean</b>		6	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		2	5=Strongly Agree
				2	-9/.M=Missing
<b>Name</b>	E1L01i			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Children should establish rules			28	4=Agree
<b>Format</b>	Num	<b>Type</b>	Source	105	5=Strongly Agree
<b>Valid N</b>	133	<b>Mean</b>		2	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	E1L01j			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Learn single letters isolated			36	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	37	2=Disagree
<b>Valid N</b>	131	<b>Mean</b>		20	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		22	4=Agree
				16	5=Strongly Agree
				4	-9/.M=Missing
<b>Name</b>	E1L01k			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Learn to color within lines			89	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	28	2=Disagree
<b>Valid N</b>	129	<b>Mean</b>		7	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		5	4=Agree
				6	-9/.M=Missing

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	E1L01l	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Form letters on printed page	63	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	131	<b>Mean</b>	37 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	12 3=Neither Agree nor Disagree
			13 4=Agree
			6 5=Strongly Agree
			4 -9/.M=Missing

<b>Name</b>	E1L01m	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Dictate stories to teacher	5	2=Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	128	<b>Mean</b>	10 3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>	47 4=Agree
			66 5=Strongly Agree
			3 -8/.D=Don't know
			4 -9/.M=Missing

<b>Name</b>	E1L01n	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Learn their letter sounds	16	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	131	<b>Mean</b>	17 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	14 3=Neither Agree nor Disagree
			59 4=Agree
			25 5=Strongly Agree
			4 -9/.M=Missing

<b>Name</b>	E1L01o	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Form letters before story	100	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	131	<b>Mean</b>	28 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	2 4=Agree
			1 5=Strongly Agree
			4 -9/.M=Missing

<b>Name</b>	E1I01yy	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Year started at this HS	135	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	1993.96
<b>Minimum</b>	1980	<b>Maximum</b>	2006

<b>Name</b>	E1I02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Number those yrs teaching HS	135	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	14.39
<b>Minimum</b>	0	<b>Maximum</b>	30

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	E1103hrs	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Hours/week does salary cover	135	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	38.90
<b>Minimum</b>	31	<b>Maximum</b>	40
<b>Name</b>	E1103min	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Minutes/week does salary cover	135	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	1.44
<b>Minimum</b>	0	<b>Maximum</b>	30
<b>Name</b>	E1104hrs	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Hours/week do you actually work	135	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	47.61
<b>Minimum</b>	35	<b>Maximum</b>	80
<b>Name</b>	E1104min	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Minutes/week do you actually work	135	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	0.00
<b>Minimum</b>	0	<b>Maximum</b>	0
<b>Name</b>	E1105	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Months/Year does salary cover	135	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	11.70
<b>Minimum</b>	9	<b>Maximum</b>	12
<b>Name</b>	E1106a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Time constraints hard to do job	13	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	64 2=Somewhat harder
<b>Minimum</b>		<b>Maximum</b>	58 3=Great deal harder
<b>Name</b>	E1106b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Undefined role hard to do job	21	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	64 2=Somewhat harder
<b>Minimum</b>		<b>Maximum</b>	50 3=Great deal harder
<b>Name</b>	E1106c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Not enough salary hard to do job	62	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	131	<b>Mean</b>	35 2=Somewhat harder
<b>Minimum</b>		<b>Maximum</b>	34 3=Great deal harder
			4 -8/.D=Don't know

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	E1106d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Lack of support staff	56	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	50 2=Somewhat harder
<b>Minimum</b>		<b>Maximum</b>	29 3=Great deal harder
<b>Name</b>	E1106e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Lack of training hard to do job	91	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	44 2=Somewhat harder
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	E1106f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Hard to do job for lack of support	92	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	35 2=Somewhat harder
<b>Minimum</b>		<b>Maximum</b>	2 3=Great deal harder
			2 -1/.N=Not Applicable
			4 -8/.D=Don't know
<b>Name</b>	E1106g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Hard to do job for lack of funds	36	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	45 2=Somewhat harder
<b>Minimum</b>		<b>Maximum</b>	52 3=Great deal harder
			2 -9/.M=Missing
<b>Name</b>	E1106h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Challenging population	53	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	42 2=Somewhat harder
<b>Minimum</b>		<b>Maximum</b>	40 3=Great deal harder
<b>Name</b>	E1106i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Staff turnover	41	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	52 2=Somewhat harder
<b>Minimum</b>		<b>Maximum</b>	42 3=Great deal harder
<b>Name</b>	E1106j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Lack of parent support	52	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	62 2=Somewhat harder
<b>Minimum</b>		<b>Maximum</b>	21 3=Great deal harder
<b>Name</b>	E1106k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Lack of qualified teachers	63	1=Not at all harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	131	<b>Mean</b>	47 2=Somewhat harder
<b>Minimum</b>		<b>Maximum</b>	21 3=Great deal harder
			4 -9/.M=Missing

**Codebook for Center/Program-Level PUF, continued**

<b>Name</b>	E1106l	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Anything else?	4	2=Somewhat harder
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	28	<b>Mean</b>	24 3=Great deal harder
<b>Minimum</b>		<b>Maximum</b>	107 -1/.N=Not Applicable
<b>Name</b>	E1107a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Paid vacation time	17	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	118 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	E1107b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Paid sick leave	135	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	E1107c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Paid maternity/paternity leave	35	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	113	<b>Mean</b>	78 1=Yes
<b>Minimum</b>		<b>Maximum</b>	22 -8/.D=Don't know
<b>Name</b>	E1107d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Unpaid maternity/paternity leave	20	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	118	<b>Mean</b>	98 1=Yes
<b>Minimum</b>		<b>Maximum</b>	16 -8/.D=Don't know 1 -9/.M=Missing
<b>Name</b>	E1107e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Paid family leave	34	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	122	<b>Mean</b>	88 1=Yes
<b>Minimum</b>		<b>Maximum</b>	13 -8/.D=Don't know
<b>Name</b>	E1107f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Paid health insurance	135	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	E1107g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Paid dental insurance	20	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	132	<b>Mean</b>	112 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -8/.D=Don't know

**Codebook for Center/Program-Level PUF, continued**

<b>Name</b>	E1107h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Tuition reimbursement	40	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	89 1=Yes
<b>Minimum</b>		<b>Maximum</b>	6 -8/.D=Don't know
<b>Name</b>	E1107i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Retirement plan	3	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	132 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	E1108a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: I enjoy my present teaching job	2	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	8 3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>	22 4=Agree
			101 5=Strongly Agree
			2 -9/.M=Missing
<b>Name</b>	E1108b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Make a difference to children	2	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	5 3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>	35 4=Agree
			91 5=Strongly Agree
			2 -9/.M=Missing
<b>Name</b>	E1108c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Start over, choose teaching	7	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	4 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	8 3=Neither Agree nor Disagree
			19 4=Agree
			95 5=Strongly Agree
			2 -9/.M=Missing
<b>Name</b>	E1109	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Continue working for HS next year	119	1=Very likely
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	132	<b>Mean</b>	12 2=Somewhat likely
<b>Minimum</b>		<b>Maximum</b>	1 4=Very unlikely
			3 -8/.D=Don't know
<b>Name</b>	E1110	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Any children who attend HS now	134	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	

**Codebook for Center/Program-Level PUF, continued**

<b>Name</b>	E1111	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Any child in past attend HS	97	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	38
<b>Minimum</b>		<b>Maximum</b>	1=Yes

<b>Name</b>	E1112	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Highest grade of school completed	1	7=Some college but no degree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	9
<b>Minimum</b>		<b>Maximum</b>	8=Associate's degree
			36
			9=Bachelor's degree
			19
			10=Graduate/professional schl, no degree
			65
			11=Master's degree (MA, MS)
			5
			12=Doctorate degree (PhD, EDD)

<b>Name</b>	E1113	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: What field is your highest degree	9	1=Child development or developmental psychology
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	132	<b>Mean</b>	56
<b>Minimum</b>		<b>Maximum</b>	2=Early childhood education
			17
			3=Elementary education
			2
			4=Special education
			23
			5=Other field
			3
			6=Curriculum Development
			11
			7=Administration
			4
			8=Bilingual Education (including ESL)
			7
			10=Psychology, Counseling, or Social Work
			1
			-1/.N=Not Applicable
			2
			-9/.M=Missing

<b>Name</b>	E1114	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Field include early childhood education	12	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	123
<b>Minimum</b>		<b>Maximum</b>	1=Yes

<b>Name</b>	E1115	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Completed courses in ECE since degree	5	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	12	<b>Mean</b>	7
<b>Minimum</b>		<b>Maximum</b>	1=Yes
			123
			-1/.N=Not Applic

<b>Name</b>	E1116box	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Attend college	135	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	E1118	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Do you have a CDA credential	85	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	48 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
<b>Name</b>	E1119	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Have state-awarded preschool certificate	91	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	131	<b>Mean</b>	40 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know
<b>Name</b>	E1120	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Have teaching certificate or license	65	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	70 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	E1121	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Enrolled in teacher-related training	107	0=Not currently enrolled
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	12 5=Graduate degree (Master's or Ph.D or Ed.D.)
<b>Minimum</b>		<b>Maximum</b>	14 6=Other
			2 -9/.M=Missing
<b>Name</b>	E1122	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Member of NAEYC, NHSA, NEA	23	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	112 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	E1123	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Annual salary	119	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	119	<b>Mean</b>	44924.37
<b>Minimum</b>	24000	<b>Maximum</b>	75000
			9 -7/.R=Refused
			7 -8/.D=Don't know
<b>Name</b>	E1124	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: What is your gender	3	1=Male
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	130 2=Female
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
<b>Name</b>	E1125	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: In what year were you born	133	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	1958.20
<b>Minimum</b>	1950	<b>Maximum</b>	1978
			2 -7/.R=Refused

## Codebook for Center/Program-Level PUF, continued

<b>Name</b>	E1126	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Spanish, Hispanic, or Latino origin	119	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	14 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused
<b>Name</b>	E1127	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Which one best describes you . . .	13	1=Mexican, Mexican American, Chicano
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	14	<b>Mean</b>	1 4=Some other Spanish/Hispanic/Latino group
<b>Minimum</b>		<b>Maximum</b>	119 -1/.N=Not Applicable
			2 -7/.R=Refused
<b>Name</b>	E1128_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: White	56	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	132	<b>Mean</b>	76 11=White
<b>Minimum</b>		<b>Maximum</b>	3 -7/.R=Refused
<b>Name</b>	E1128_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Black, African American	93	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	132	<b>Mean</b>	39 12=Black or African American
<b>Minimum</b>		<b>Maximum</b>	3 -7/.R=Refused
<b>Name</b>	E1128_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: American Indian, Alaska Native	129	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	132	<b>Mean</b>	3 13=American Indian or Alaska Native
<b>Minimum</b>		<b>Maximum</b>	3 -7/.R=Refused
<b>Name</b>	E1128_20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Asian	129	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	132	<b>Mean</b>	3 20=Asian
<b>Minimum</b>		<b>Maximum</b>	3 -7/.R=Refused
<b>Name</b>	E1128_24	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Native Hawaiian/Pacific Islander	132	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	132	<b>Mean</b>	3 -7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	E1128_25	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Another race	118	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	132	<b>Mean</b>	14 25=Another race
<b>Minimum</b>		<b>Maximum</b>	3 -7/.R=Refused

**Codebook for Center/Program-Level PUF, continued**

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<b>Name</b>	E1129	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Speak language other than English	104	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	132	<b>Mean</b>	28 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -9/.M=Missing

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<b>Name</b>	E1130_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Spanish	8	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	28	<b>Mean</b>	20 12=Spanish
<b>Minimum</b>		<b>Maximum</b>	104 -1/.N=Not Applicable
			3 -9/.M=Missing

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<b>Name</b>	E1130_21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Other (specify)	20	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	28	<b>Mean</b>	8 21=Other
<b>Minimum</b>		<b>Maximum</b>	104 -1/.N=Not Applicable
			3 -9/.M=Missing

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**APPENDIX E**  
**CODEBOOK FOR CLASSROOM/TEACHER-LEVEL PUF**

**Source - classtchr\_faces2006\_puf\***

## Appendix E

### Codebook for Classroom/Teacher-Level PUF

<b>Name</b>	CLS_ID	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	FACES 2006 Classroom ID	474	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	474	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	T1_ID	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Fall 2006 Teacher ID	410	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	410	<b>Mean</b>	64 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	T2_ID	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Spring 2007 Teacher ID	458	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	458	<b>Mean</b>	16 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	C1_ID	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Fall 2006 Center ID	474	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	474	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	D1_ID	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Fall 2006 Program ID	474	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	474	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	T1_data	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Fall 2006: Has Classroom/Teacher data	64	0=No
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	474	<b>Mean</b>	410 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	T2_data	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Spring 2007: Has Classroom/Teacher data	16	0=No
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	474	<b>Mean</b>	458 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	O2_data	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Spring 2007: Has Classroom Observation data	90	0=No
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	474	<b>Mean</b>	49 0.5=Partial/for other class/child
<b>Minimum</b>		<b>Maximum</b>	335 1=Yes

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	STRAT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Fall 2006 First-Stage Stratum	410	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	410	<b>Mean</b>	64 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	PSU	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Fall 2006 Primary Sampling Unit	410	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	410	<b>Mean</b>	64 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	T1CLSWT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Fall 2006 Class Weight	410	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	410	<b>Mean</b>	104.81
<b>Minimum</b>	12.14	<b>Maximum</b>	477.27
<b>Name</b>	T1TCHWT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Fall 2006 Teacher Weight	410	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	410	<b>Mean</b>	90.90
<b>Minimum</b>	0	<b>Maximum</b>	477.27
<b>Name</b>	T2CLSWT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	SPRING 2007 Class-Level Teacher Survey Weight	398	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	398	<b>Mean</b>	106.50
<b>Minimum</b>	0	<b>Maximum</b>	477.27
<b>Name</b>	O2CLSWT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	SPRING 2007 Observation Weight	335	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	335	<b>Mean</b>	122.79
<b>Minimum</b>	12.14	<b>Maximum</b>	477.27
<b>Name</b>	T12CLSWT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	YEAR 1 Class-Level Teacher Survey (F+S) Weight	398	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	398	<b>Mean</b>	106.50
<b>Minimum</b>	0	<b>Maximum</b>	477.27
<b>Name</b>	T12OCLSWT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	YEAR 1 Class-Level Teacher Survey (F+S) & Observation Weight	387	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	387	<b>Mean</b>	106.29
<b>Minimum</b>	0	<b>Maximum</b>	477.27

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T12TCHWT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	YEAR 1 Teacher-Level Teacher Survey (F+S) Weight	357	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	357	<b>Mean</b>	93.01
<b>Minimum</b>	0	<b>Maximum</b>	477.27
<b>Frequency</b>		117	SYSMIS/.
<b>Name</b>	T1CARTIO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Child/Adult Ratio	408	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	408	<b>Mean</b>	7.02
<b>Minimum</b>	0.5	<b>Maximum</b>	18
<b>Frequency</b>		66	SYSMIS/.
<b>Name</b>	T1CSIZE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Class Size	408	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	408	<b>Mean</b>	16.95
<b>Minimum</b>	1	<b>Maximum</b>	30
<b>Frequency</b>		66	SYSMIS/.
<b>Name</b>	T1CTRTIO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Child/Teacher Ratio	408	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	408	<b>Mean</b>	8.77
<b>Minimum</b>	1	<b>Maximum</b>	20
<b>Frequency</b>		66	SYSMIS/.
<b>Name</b>	T1DEPCAT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Teacher Depression Score CES-D Short Form- Categories	267	1=not depressed
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	410	<b>Mean</b>	94 2=mildly depressed
<b>Minimum</b>		<b>Maximum</b>	29 3=moderately depressed
			20 4=severely depressed
		64	.=System Missing
<b>Name</b>	T1DEPSCO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Teacher Depression Score CES-D Short Form	410	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	410	<b>Mean</b>	4.26
<b>Minimum</b>	0	<b>Maximum</b>	26
<b>Frequency</b>		64	SYSMIS/.
<b>Name</b>	T1FDASC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Revised Fall 2006 T1DASCOR Flag	405	0=Not Revised
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	410	<b>Mean</b>	5 1=Revised
<b>Minimum</b>		<b>Maximum</b>	64 .=System Missing
<b>Name</b>	T1FDASC2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Revised Fall 2006 T1DASCO2 Flag	405	0=Not Revised
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	410	<b>Mean</b>	5 1=Revised
<b>Minimum</b>		<b>Maximum</b>	64 .=System Missing

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T1FDISC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Revised Fall 2006 T1DISCOR Flag	405	0=Not Revised
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	410	<b>Mean</b>	5 1=Revised
<b>Minimum</b>		<b>Maximum</b>	64 .=System Missing
<b>Name</b>	T1FDISC2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Revised Fall 2006 T1DISCO2 Flag	405	0=Not Revised
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	410	<b>Mean</b>	5 1=Revised
<b>Minimum</b>		<b>Maximum</b>	64 .=System Missing
<b>Name</b>	T1FINSC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Revised Fall 2006 T1INTSCO Flag	407	0=Not Revised
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	410	<b>Mean</b>	3 1=Revised
<b>Minimum</b>		<b>Maximum</b>	64 .=System Missing
<b>Name</b>	T1FINSC2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Revised Fall 2006 T1INSCO2 Flag	406	0=Not Revised
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	410	<b>Mean</b>	4 1=Revised
<b>Minimum</b>		<b>Maximum</b>	64 .=System Missing
<b>Name</b>	T1FLTRSC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Revised Fall 2006 T1LTRSCO Flag	406	0=Not Revised
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	410	<b>Mean</b>	4 1=Revised
<b>Minimum</b>		<b>Maximum</b>	64 .=System Missing
<b>Name</b>	T1FRWDSC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Revised Fall 2006 T1RWDSO Flag	405	0=Not Revised
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	410	<b>Mean</b>	5 1=Revised
<b>Minimum</b>		<b>Maximum</b>	64 .=System Missing
<b>Name</b>	T1RDASC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Developmentally Appropriate Attitudes Scale (Westat)	410	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	410	<b>Mean</b>	64 SYSMIS/.
<b>Minimum</b>	2	<b>Maximum</b>	10
<b>Name</b>	T1RDASC2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Developmentally Appropriate Attitudes Scale (MPR)	410	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	410	<b>Mean</b>	64 SYSMIS/.
<b>Minimum</b>	2	<b>Maximum</b>	10

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T1RDISC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Didactic Scale (Westat)	410	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	410	<b>Mean</b>	2.27
<b>Minimum</b>	1	<b>Maximum</b>	4.6
<b>Name</b>	T1RDISC2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Didactic Scale (MPR)	410	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	410	<b>Mean</b>	2.49
<b>Minimum</b>	1	<b>Maximum</b>	4.67
<b>Name</b>	T1RINSC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Child-initiated Scale (Westat)	410	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	410	<b>Mean</b>	4.39
<b>Minimum</b>	2	<b>Maximum</b>	5
<b>Name</b>	T1RINSC2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Child-initiated Scale (MPR)	410	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	410	<b>Mean</b>	4.45
<b>Minimum</b>	1.2	<b>Maximum</b>	5
<b>Name</b>	T1RLTRSC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Teach Letters Scale (Westat)	410	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	410	<b>Mean</b>	3.24
<b>Minimum</b>	1	<b>Maximum</b>	5
<b>Name</b>	T1RRWDSC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Explicit Rewards Scale (Westat)	410	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	410	<b>Mean</b>	2.35
<b>Minimum</b>	1	<b>Maximum</b>	4.5
<b>Name</b>	T2CARTIO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Child/Adult Ratio	455	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	455	<b>Mean</b>	7.28
<b>Minimum</b>	1	<b>Maximum</b>	13
<b>Name</b>	T2CSIZE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Class Size	457	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	457	<b>Mean</b>	17.13
<b>Minimum</b>	1	<b>Maximum</b>	23

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T2CTRATIO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Child/Teacher Ratio	455	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	455	<b>Mean</b>	9.02
<b>Minimum</b>	1	<b>Maximum</b>	21
<b>Name</b>	T2DEPCAT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Teacher Depression Score CES-D Short Form- Categories	293	1=not depressed
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	458	<b>Mean</b>	4.28
<b>Minimum</b>		<b>Maximum</b>	29
			109 2=mildly depressed
			40 3=moderately depressed
			16 4=severely depressed
			16 .=System Missing
<b>Name</b>	T2DEPSCO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Teacher Depression Score CES-D Short Form	458	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	458	<b>Mean</b>	4.28
<b>Minimum</b>	0	<b>Maximum</b>	29
<b>Name</b>	T2MNGSPT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Program Management Support	456	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	456	<b>Mean</b>	3.65
<b>Minimum</b>	1	<b>Maximum</b>	5
<b>Name</b>	O2ADLTS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: Counts of Adults	384	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	384	<b>Mean</b>	2.43
<b>Minimum</b>	1	<b>Maximum</b>	5
<b>Name</b>	O2ARDTCH	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: Arnett lead teacher detachment score	383	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	383	<b>Mean</b>	10.24
<b>Minimum</b>	1	<b>Maximum</b>	12
<b>Name</b>	O2ARHRSH	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: Arnett lead teacher harshness score	383	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	383	<b>Mean</b>	23.52
<b>Minimum</b>	5	<b>Maximum</b>	27
<b>Name</b>	O2ARINDP	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: Arnett lead teacher independence score	383	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	383	<b>Mean</b>	8.06
<b>Minimum</b>	3	<b>Maximum</b>	12

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	O2ARNETT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: Arnett lead teacher total score	383	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	383	<b>Mean</b>	66.08
<b>Minimum</b>	23	<b>Maximum</b>	85
<b>Name</b>	O2ARPRMS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: Arnett lead teacher permissiveness score	383	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	383	<b>Mean</b>	7.07
<b>Minimum</b>	3	<b>Maximum</b>	9
<b>Name</b>	O2ARSNST	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: Arnett lead teacher sensitivity score	383	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	383	<b>Mean</b>	17.25
<b>Minimum</b>	4	<b>Maximum</b>	30
<b>Name</b>	O2CARTIO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: Child/Adult Ratio	384	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	384	<b>Mean</b>	6.44
<b>Minimum</b>	2.4	<b>Maximum</b>	16
<b>Name</b>	O2CLSSCD	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS concept development score	380	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	380	<b>Mean</b>	1.76
<b>Minimum</b>	1	<b>Maximum</b>	4
<b>Name</b>	O2CLSSIS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS instructional support source	380	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	380	<b>Mean</b>	1.91
<b>Minimum</b>	1	<b>Maximum</b>	4.11
<b>Name</b>	O2CLSSLM	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS language modeling score	380	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	380	<b>Mean</b>	2.03
<b>Minimum</b>	1	<b>Maximum</b>	4.33
<b>Name</b>	O2CLSSQF	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS quality of feedback score	380	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	380	<b>Mean</b>	1.93
<b>Minimum</b>	1	<b>Maximum</b>	4.67

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	O2CSIZE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: Counts of Children	384	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	384	<b>Mean</b>	14.54
<b>Minimum</b>	5.33	<b>Maximum</b>	21.67
<b>Name</b>	O2ECCREA	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: ECERS creative mean score	384	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	384	<b>Mean</b>	3.51
<b>Minimum</b>	1.83	<b>Maximum</b>	6.5
<b>Name</b>	O2ECERSR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: ECERS total mean score	384	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	384	<b>Mean</b>	3.58
<b>Minimum</b>	2.22	<b>Maximum</b>	5.44
<b>Name</b>	O2ECFURN	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: ECERS furnishing mean score	384	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	384	<b>Mean</b>	4.42
<b>Minimum</b>	2.25	<b>Maximum</b>	6.75
<b>Name</b>	O2ECLANG	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: ECERS language mean score	384	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	384	<b>Mean</b>	3.78
<b>Minimum</b>	1.25	<b>Maximum</b>	7
<b>Name</b>	O2ECMOTR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: ECERS motor skills mean score	384	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	384	<b>Mean</b>	3.37
<b>Minimum</b>	1	<b>Maximum</b>	6.5
<b>Name</b>	O2ECPERS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: ECERS personal care mean score	384	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	384	<b>Mean</b>	2.30
<b>Minimum</b>	1	<b>Maximum</b>	5
<b>Name</b>	O2ECPROV	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: ECERS Provisions for Learning Mean Score	384	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	384	<b>Mean</b>	3.57
<b>Minimum</b>	2.1	<b>Maximum</b>	6.4

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	O2ECSOCL			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: ECERS social mean score			384	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	<b>90</b>	SYSMIS/.
<b>Valid N</b>	384	<b>Mean</b>	4.36		
<b>Minimum</b>	1	<b>Maximum</b>	7		

<b>Name</b>	O2ECSTRC			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: ECERS program structure mean score			384	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	<b>74</b>	-9/.M=Missing
<b>Valid N</b>	384	<b>Mean</b>	3.85	<b>16</b>	SYSMIS/.
<b>Minimum</b>	1.25	<b>Maximum</b>	7		

<b>Name</b>	O2ECTCH			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: ECERS Teaching and Interactions Mean Score			384	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	<b>90</b>	SYSMIS/.
<b>Valid N</b>	384	<b>Mean</b>	4.04		
<b>Minimum</b>	1.4	<b>Maximum</b>	6.7		

<b>Name</b>	T1_2Class			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: 2-classroom Interview status			323	0=one class
<b>Format</b>	Num	<b>Type</b>	Source	41	1=class #1 (of 2)
<b>Valid N</b>	410	<b>Mean</b>		38	2=class #2 (of 2)
<b>Minimum</b>		<b>Maximum</b>		3	11=cl #1(separate)
				3	12=cl #2(separate)
				2	22=cl #2(missing)
				<b>64</b>	SYSMIS/.

<b>Name</b>	T1_Date			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Interview completed date			79	Sep 2006
<b>Format</b>	Num	<b>Type</b>	Source	239	Oct 2006
<b>Valid N</b>	410	<b>Mean</b>		92	November 2006
<b>Minimum</b>		<b>Maximum</b>		<b>64</b>	SYSMIS/.

<b>Name</b>	T1A00_1			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: How many children are enrolled in this class			408	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	<b>2</b>	-9/.M=Missing
<b>Valid N</b>	408	<b>Mean</b>	16.91	<b>64</b>	SYSMIS/.
<b>Minimum</b>	1	<b>Maximum</b>	21		

<b>Name</b>	T1A00_2			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: How many lead teachers are with this class			2	0
<b>Format</b>	Num	<b>Type</b>	Source	386	1
<b>Valid N</b>	408	<b>Mean</b>	1.04	20	2 or more
<b>Minimum</b>	0	<b>Maximum</b>	2	<b>2</b>	-9/.M=Missing
				<b>64</b>	SYSMIS/.

**Codebook for Classroom/Teacher-Level PUF, continued**

<b>Name</b>	T1A00_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: How many assistant teachers	37	0
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	408	<b>Mean</b>	0.98
<b>Minimum</b>	0	<b>Maximum</b>	2
			2 -9/.M=Missing
			64 SYSMIS/.

<b>Name</b>	T1A00_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: How many paid aides	201	0
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	407	<b>Mean</b>	0.59
<b>Minimum</b>	0	<b>Maximum</b>	3
			6 3 or more
			1 -8/.D=Don't know
			2 -9/.M=Missing
			64 SYSMIS/.

<b>Name</b>	T1A01a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Teacher-directed whole class	1	1=No time
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	408	<b>Mean</b>	228 2=Half hour or less
<b>Minimum</b>		<b>Maximum</b>	116 3=About one hour
			44 4=About two hours
			19 5=Three hours or more
			2 -9/.M=Missing
			64 SYSMIS/.

<b>Name</b>	T1A01b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Teacher-directed small group	302	2=Half hour or less
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	408	<b>Mean</b>	80 3=About one hour
<b>Minimum</b>		<b>Maximum</b>	18 4=About two hours
			8 5=Three hours or more
			2 -9/.M=Missing
			64 SYSMIS/.

<b>Name</b>	T1A01c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Teacher-directed individual	18	1=No time
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	408	<b>Mean</b>	308 2=Half hour or less
<b>Minimum</b>		<b>Maximum</b>	57 3=About one hour
			12 4=About two hours
			13 5=Three hours or more
			2 -9/.M=Missing
			64 SYSMIS/.

**Codebook for Classroom/Teacher-Level PUF, continued**

<b>Name</b>	T1A01d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Child-selected activities			1	1=No time
<b>Format</b>	Num	<b>Type</b>	Source	90	2=Half hour or less
<b>Valid N</b>	408	<b>Mean</b>		197	3=About one hour
<b>Minimum</b>		<b>Maximum</b>		85	4=About two hours
				35	5=Three hours or more
				2	-9/.M=Missing
				64	SYSMIS/.

<b>Name</b>	T1A02a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Learning names of letters			2	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	3	2=Once a month or less
<b>Valid N</b>	408	<b>Mean</b>		7	3=Two or three times a month
<b>Minimum</b>		<b>Maximum</b>		33	4=Once or twice a week
				46	5=Three or four times a week
				317	6=Every day
				2	-9/.M=Missing
				64	SYSMIS/.

<b>Name</b>	T1A02b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Write letters of the alphabet			20	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	17	2=Once a month or less
<b>Valid N</b>	407	<b>Mean</b>		11	3=Two or three times a month
<b>Minimum</b>		<b>Maximum</b>		90	4=Once or twice a week
				68	5=Three or four times a week
				201	6=Every day
				1	-8/.D=Don't know
				2	-9/.M=Missing
				64	SYSMIS/.

<b>Name</b>	T1A02c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Discuss new words			2	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	11	2=Once a month or less
<b>Valid N</b>	408	<b>Mean</b>		4	3=Two or three times a month
<b>Minimum</b>		<b>Maximum</b>		71	4=Once or twice a week
				45	5=Three or four times a week
				275	6=Every day
				2	-9/.M=Missing
				64	SYSMIS/.

**Codebook for Classroom/Teacher-Level PUF, continued**

<b>Name</b>	T1A02d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Dictate stories to a teacher			10	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	24	2=Once a month or less
<b>Valid N</b>	408	<b>Mean</b>		36	3=Two or three times a month
<b>Minimum</b>		<b>Maximum</b>		109	4=Once or twice a week
				64	5=Three or four times a week
				165	6=Every day
				2	-9/.M=Missing
				64	SYSMIS/.

<b>Name</b>	T1A02e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Work on phonics			28	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	13	2=Once a month or less
<b>Valid N</b>	408	<b>Mean</b>		16	3=Two or three times a month
<b>Minimum</b>		<b>Maximum</b>		69	4=Once or twice a week
				45	5=Three or four times a week
				237	6=Every day
				2	-9/.M=Missing
				64	SYSMIS/.

<b>Name</b>	T1A02f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Listen to stories with print			2	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	2	2=Once a month or less
<b>Valid N</b>	408	<b>Mean</b>		26	4=Once or twice a week
<b>Minimum</b>		<b>Maximum</b>		18	5=Three or four times a week
				360	6=Every day
				2	-9/.M=Missing
				64	SYSMIS/.

<b>Name</b>	T1A02g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Listen to stories, no print			235	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	20	2=Once a month or less
<b>Valid N</b>	408	<b>Mean</b>		11	3=Two or three times a month
<b>Minimum</b>		<b>Maximum</b>		37	4=Once or twice a week
				15	5=Three or four times a week
				90	6=Every day
				2	-9/.M=Missing
				64	SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

Name	T1A02h	Frequency	Code and Description
<b>Label</b>	T1: Retell stories	9	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	406	<b>Mean</b>	23 2=Once a month or less
<b>Minimum</b>		<b>Maximum</b>	28 3=Two or three times a month
			103 4=Once or twice a week
			56 5=Three or four times a week
			187 6=Every day
			2 -8/.D=Don't know
			2 -9/.M=Missing
			64 SYSMIS/.

Name	T1A02i	Frequency	Code and Description
<b>Label</b>	T1: Learn conventions of print	7	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	408	<b>Mean</b>	10 2=Once a month or less
<b>Minimum</b>		<b>Maximum</b>	22 3=Two or three times a month
			48 4=Once or twice a week
			39 5=Three or four times a week
			282 6=Every day
			2 -9/.M=Missing
			64 SYSMIS/.

Name	T1A02j	Frequency	Code and Description
<b>Label</b>	T1: Write own name	26	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	408	<b>Mean</b>	13 2=Once a month or less
<b>Minimum</b>		<b>Maximum</b>	9 3=Two or three times a month
			61 4=Once or twice a week
			47 5=Three or four times a week
			252 6=Every day
			2 -9/.M=Missing
			64 SYSMIS/.

Name	T1A02k	Frequency	Code and Description
<b>Label</b>	T1: Rhyming words and word families	31	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	406	<b>Mean</b>	18 2=Once a month or less
<b>Minimum</b>		<b>Maximum</b>	38 3=Two or three times a month
			116 4=Once or twice a week
			64 5=Three or four times a week
			139 6=Every day
			2 -8/.D=Don't know
			2 -9/.M=Missing
			64 SYSMIS/.

**Codebook for Classroom/Teacher-Level PUF, continued**

<b>Name</b>	T1A02I	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Learn about common prepositions	4	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	408	<b>Mean</b>	18 2=Once a month or less
<b>Minimum</b>		<b>Maximum</b>	24 3=Two or three times a month
			83 4=Once or twice a week
			42 5=Three or four times a week
			237 6=Every day
			2 -9/.M=Missing
			64 SYSMIS/.

<b>Name</b>	T1A03a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Freq of count out loud	1	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	408	<b>Mean</b>	1 3=Two or three times a month
<b>Minimum</b>		<b>Maximum</b>	11 4=Once or twice a week
			16 5=Three or four times a week
			379 6=Every day
			2 -9/.M=Missing
			64 SYSMIS/.

<b>Name</b>	T1A03b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Freq of work with geometric manipulatives	5	2=Once a month or less
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	408	<b>Mean</b>	13 3=Two or three times a month
<b>Minimum</b>		<b>Maximum</b>	43 4=Once or twice a week
			22 5=Three or four times a week
			325 6=Every day
			2 -9/.M=Missing
			64 SYSMIS/.

<b>Name</b>	T1A03c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Freq of work with counting manipulatives	11	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	408	<b>Mean</b>	6 2=Once a month or less
<b>Minimum</b>		<b>Maximum</b>	6 3=Two or three times a month
			52 4=Once or twice a week
			44 5=Three or four times a week
			289 6=Every day
			2 -9/.M=Missing
			64 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

Name	T1A03d	Frequency	Code and Description
<b>Label</b>	T1: Freq of play math-related games	5	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	408	<b>Mean</b>	15 2=Once a month or less
<b>Minimum</b>		<b>Maximum</b>	30 3=Two or three times a month
			87 4=Once or twice a week
			70 5=Three or four times a week
			201 6=Every day
			2 -9/.M=Missing
			64 SYSMIS/.

Name	T1A03e	Frequency	Code and Description
<b>Label</b>	T1: Freq of use music to understand math concepts	15	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	408	<b>Mean</b>	18 2=Once a month or less
<b>Minimum</b>		<b>Maximum</b>	31 3=Two or three times a month
			87 4=Once or twice a week
			67 5=Three or four times a week
			190 6=Every day
			2 -9/.M=Missing
			64 SYSMIS/.

Name	T1A03f	Frequency	Code and Description
<b>Label</b>	T1: Freq use movement/drama to understand math concepts	20	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	405	<b>Mean</b>	28 2=Once a month or less
<b>Minimum</b>		<b>Maximum</b>	29 3=Two or three times a month
			89 4=Once or twice a week
			49 5=Three or four times a week
			190 6=Every day
			3 -8/.D=Don't know
			2 -9/.M=Missing
			64 SYSMIS/.

Name	T1A03g	Frequency	Code and Description
<b>Label</b>	T1: Freq of work with measuring instruments	17	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	408	<b>Mean</b>	34 2=Once a month or less
<b>Minimum</b>		<b>Maximum</b>	45 3=Two or three times a month
			93 4=Once or twice a week
			41 5=Three or four times a week
			178 6=Every day
			2 -9/.M=Missing
			64 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

Name	T1A03h	Frequency	Code and Description
<b>Label</b>	T1: Freq of engage in calendar-related activities	21	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	408	<b>Mean</b>	13 2=Once a month or less
<b>Minimum</b>		<b>Maximum</b>	6 3=Two or three times a month
			20 4=Once or twice a week
			11 5=Three or four times a week
			337 6=Every day
			2 -9/.M=Missing
			64 SYSMIS/.

Name	T1A03i	Frequency	Code and Description
<b>Label</b>	T1: Freq of engage in activities related to telling time	61	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	408	<b>Mean</b>	36 2=Once a month or less
<b>Minimum</b>		<b>Maximum</b>	25 3=Two or three times a month
			55 4=Once or twice a week
			34 5=Three or four times a week
			197 6=Every day
			2 -9/.M=Missing
			64 SYSMIS/.

Name	T1A03j	Frequency	Code and Description
<b>Label</b>	T1: Freq of engage in activities with shapes & patterns	2	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	408	<b>Mean</b>	2 2=Once a month or less
<b>Minimum</b>		<b>Maximum</b>	16 3=Two or three times a month
			56 4=Once or twice a week
			35 5=Three or four times a week
			297 6=Every day
			2 -9/.M=Missing
			64 SYSMIS/.

Name	T1A04_1	Frequency	Code and Description
<b>Label</b>	T1: English used in class	8	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	408	<b>Mean</b>	400 1=English
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing
			64 SYSMIS/.

Name	T1A04_2	Frequency	Code and Description
<b>Label</b>	T1: Spanish used in class	254	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	408	<b>Mean</b>	154 2=Spanish
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing
			64 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T1A04_9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Other language used in class (specify)	388	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	408	<b>Mean</b>	20 9=Other language
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing
			64 SYSMIS/.

<b>Name</b>	T1A05_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Teach in English?	4	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	158	<b>Mean</b>	154 1=Yes
<b>Minimum</b>		<b>Maximum</b>	250 -1/.N=Not Applic
			2 -9/.M=Missing
			64 SYSMIS/.

<b>Name</b>	T1A05_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Teach in Spanish?	38	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	154	<b>Mean</b>	116 1=Yes
<b>Minimum</b>		<b>Maximum</b>	254 -1/.N=Not Applic
			2 -9/.M=Missing
			64 SYSMIS/.

<b>Name</b>	T1A05_9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Teach in other language	4	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	20	<b>Mean</b>	16 1=Yes
<b>Minimum</b>		<b>Maximum</b>	388 -1/.N=Not Applic
			2 -9/.M=Missing
			64 SYSMIS/.

<b>Name</b>	T1A06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Specific or combination of curricula used	297	1=Yes, specific curriculum
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	410	<b>Mean</b>	108 2=Yes, combination
<b>Minimum</b>		<b>Maximum</b>	5 3=No
			64 SYSMIS/.

<b>Name</b>	T1A07_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Creative curriculum	138	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	405	<b>Mean</b>	267 11=Creative Curriculum
<b>Minimum</b>		<b>Maximum</b>	5 -1/.N=Not Applicable
			64 SYSMIS/.

<b>Name</b>	T1A07_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: High Scope	312	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	405	<b>Mean</b>	93 12=High/Scope
<b>Minimum</b>		<b>Maximum</b>	5 -1/.N=Not Applicable
			64 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T1A07_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: High Reach	396	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	405	<b>Mean</b>	9 13=High Reach
<b>Minimum</b>		<b>Maximum</b>	5 -1/.N=Not Applicable
			64 SYSMIS/.
<b>Name</b>	T1A07_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Let's begin with the letter people	402	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	405	<b>Mean</b>	3 14=Let's Begin with the Letter People
<b>Minimum</b>		<b>Maximum</b>	5 -1/.N=Not Applicable
			64 SYSMIS/.
<b>Name</b>	T1A07_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Montessori	405	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	405	<b>Mean</b>	5 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	64 SYSMIS/.
<b>Name</b>	T1A07_16	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Bank street	405	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	405	<b>Mean</b>	5 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	64 SYSMIS/.
<b>Name</b>	T1A07_17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Child centered classrooms	393	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	405	<b>Mean</b>	12 17=CreatngChildCntrdClassrms-StepByStep
<b>Minimum</b>		<b>Maximum</b>	5 -1/.N=Not Applicable
			64 SYSMIS/.
<b>Name</b>	T1A07_18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Scholastic curriculum	387	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	405	<b>Mean</b>	18 18=Scholastic curriculum
<b>Minimum</b>		<b>Maximum</b>	5 -1/.N=Not Applicable
			64 SYSMIS/.
<b>Name</b>	T1A07_19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Locally designed curriculum	376	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	405	<b>Mean</b>	29 19=Locally designed curriculum
<b>Minimum</b>		<b>Maximum</b>	5 -1/.N=Not Applicable
			64 SYSMIS/.
<b>Name</b>	T1A07_20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Curiosity corner	405	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	405	<b>Mean</b>	5 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	64 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T1A07_21			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Other (specify)			322	0=No
<b>Format</b>	Num	<b>Type</b>	Source	83	21=Other (from A7)
<b>Valid N</b>	405	<b>Mean</b>		5	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		64	SYSMIS/.
<b>Name</b>	T1A08			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: What is your main curriculum?			44	11=Creative Curriculum
<b>Format</b>	Num	<b>Type</b>	Source	16	12=High/Scope
<b>Valid N</b>	97	<b>Mean</b>		2	13=High Reach
<b>Minimum</b>		<b>Maximum</b>		3	17=CreatngChildCntrdClassrms-StepByStep
				10	18=Scholastic curriculum
				13	19=Locally designed curriculum
				9	21=Other (from A7)
				313	-1/.N=Not Applicable
				64	SYSMIS/.
<b>Name</b>	T1A09			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Have you received training?			9	0=No
<b>Format</b>	Num	<b>Type</b>	Source	396	1=Yes
<b>Valid N</b>	405	<b>Mean</b>		5	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		64	SYSMIS/.
<b>Name</b>	T1A10			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: How many hours of training in past 12 months			387	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	14	-1/.N=Not Applicable
<b>Valid N</b>	387	<b>Mean</b>	17.25	9	-8/.D=Don't know
<b>Minimum</b>	0	<b>Maximum</b>	240	64	SYSMIS/.
<b>Name</b>	T1A11			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Who provided the most training?			249	1=Staff from this Head Start program
<b>Format</b>	Num	<b>Type</b>	Source	11	2=Staff from another Head Start program
<b>Valid N</b>	394	<b>Mean</b>		77	3=Staff or consultant(s) from curriculum developers
<b>Minimum</b>		<b>Maximum</b>		15	4=Faculty from School of Education
				38	5=Head Start regional office T&TA staff
				4	6=Other
				14	-1/.N=Not Applicable
				2	-8/.D=Don't know
				64	SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T1A17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Do you have a copy of curriculum?	26	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	403	<b>Mean</b>	377 1=Yes
<b>Minimum</b>		<b>Maximum</b>	5 -1/.N=Not Applic
			2 -8/.D=Don't know
			64 SYSMIS/.
<b>Name</b>	T1A18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Who makes most decisions?	25	1=Head Start program administrators
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	409	<b>Mean</b>	26 2=Individual center directors/managers
<b>Minimum</b>		<b>Maximum</b>	13 3=Content area specialists/coordinators
			341 4=Individual teachers
			1 5=Parents
			3 6=Someone else
			1 -8/.D=Don't know
			64 SYSMIS/.
<b>Name</b>	T1A19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Daily written plan?	2	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	410	<b>Mean</b>	408 1=Yes
<b>Minimum</b>		<b>Maximum</b>	64 SYSMIS/.
<b>Name</b>	T1A20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: How much do you use main curriculum?	336	1=A great deal
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	403	<b>Mean</b>	52 2=somewhat
<b>Minimum</b>		<b>Maximum</b>	7 3=a little bit
			5 4=hardly at all
			3 5=not at all
			7 -1/.N=Not Applic
			64 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

Name	T1A21	Frequency	Code and Description
<b>Label</b>	T1: What is main assessment tool	145	1=The Creative Curriculum Developmental Continuum Assessment Toolkit for Ages 3-5
<b>Format</b>	Num		
<b>Valid N</b>	408	60	2=High/Scope Child Observation Record (COR)
<b>Minimum</b>		23	3=Galileo
<b>Type</b>	Source	14	4=Ages and Stages Questionnaires:a parent-completed, child-monitoring system
<b>Mean</b>		36	5=Desired Results Developmental Profile (DRDP)
<b>Maximum</b>		20	6=Work Sampling System for Head Start
		30	7=Learning Accomplishment Profile Screening (LAP including E-LAP, LAP-R and LAP-D)
		27	9=Brigance Preschool Screen for three and four year old children
		10	10=Assessment designed for this program
		10	11=The Head Start National Reporting System (NRS)
		32	12=Other
		1	13=Do not use a child assessment tool
		2	-8/.D=Don't know
		64	SYSMIS/.

Name	T1A22	Frequency	Code and Description
<b>Label</b>	T1: What methods do you use for these assessments?	100	1=Ratings based on classroom observation or work sampling
<b>Format</b>	Num		
<b>Valid N</b>	407	27	2=Testing with standardized tests or assessment instruments
<b>Minimum</b>		279	3=Both observation-based ratings and direct assessment
<b>Type</b>	Source	1	4=Other
<b>Mean</b>		1	-1/.N=Not Applicable
<b>Maximum</b>		2	-8/.D=Don't know
		64	SYSMIS/.

Name	T1A23_1	Frequency	Code and Description
<b>Label</b>	T1: Identify developmental level	136	0=No
<b>Format</b>	Num		
<b>Valid N</b>	407	271	1=To identify child's developmental level
<b>Minimum</b>		1	-1/.N=Not Applicable
<b>Type</b>	Source	2	-8/.D=Don't know
<b>Mean</b>		64	SYSMIS/.
<b>Maximum</b>			

Name	T1A23_2	Frequency	Code and Description
<b>Label</b>	T1: Individualize activities for child	92	0=No
<b>Format</b>	Num		
<b>Valid N</b>	407	315	2=To individualize activities for child
<b>Minimum</b>		1	-1/.N=Not Applicable
<b>Type</b>	Source	2	-8/.D=Don't know
<b>Mean</b>		64	SYSMIS/.
<b>Maximum</b>			

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T1A23_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Determine if child needs special services	233	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	407	<b>Mean</b>	174 3=To determine if child needs referral for special services
<b>Minimum</b>		<b>Maximum</b>	1 -1/.N=Not Applicable 2 -8/.D=Don't know 64 SYSMIS/.

<b>Name</b>	T1A23_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Determine strenghts/weaknesses	160	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	407	<b>Mean</b>	247 4=To determine child's strengths and weaknesses
<b>Minimum</b>		<b>Maximum</b>	1 -1/.N=Not Applicable 2 -8/.D=Don't know 64 SYSMIS/.

<b>Name</b>	T1A23_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Identify activities to do at home	260	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	407	<b>Mean</b>	147 5=To identify activities for parents to do with the child at home
<b>Minimum</b>		<b>Maximum</b>	1 -1/.N=Not Applicable 2 -8/.D=Don't know 64 SYSMIS/.

<b>Name</b>	T1A23_6	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Other-specify	398	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	407	<b>Mean</b>	9 6=Other
<b>Minimum</b>		<b>Maximum</b>	1 -1/.N=Not Applicable 2 -8/.D=Don't know 64 SYSMIS/.

<b>Name</b>	T1A24	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Any changes in classroom because of NRS reports	168	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	407	<b>Mean</b>	81 2=No, I have seen the report but not made any changes
<b>Minimum</b>		<b>Maximum</b>	158 3=No, haven't seen reports 2 -7/.R=Refused 1 -8/.D=Don't know 64 SYSMIS/.

<b>Name</b>	T1A25a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Increased focus on letter naming activities	17	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	168	<b>Mean</b>	151 1=Yes
<b>Minimum</b>		<b>Maximum</b>	239 -1/.N=Not Applic 2 -7/.R=Refused 1 -8/.D=Don't know 64 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

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<b>Name</b>	T1A25b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Increased focus on literacy and reading	24	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	168	<b>Mean</b>	144 1=Yes
<b>Minimum</b>		<b>Maximum</b>	239 -1/.N=Not Applic
			2 -7/.R=Refused
			1 -8/.D=Don't know
			64 SYSMIS/.

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<b>Name</b>	T1A25c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Increased focus on counting and number recognition	15	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	168	<b>Mean</b>	153 1=Yes
<b>Minimum</b>		<b>Maximum</b>	239 -1/.N=Not Applic
			2 -7/.R=Refused
			1 -8/.D=Don't know
			64 SYSMIS/.

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<b>Name</b>	T1A25d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Increased focus on math skills	28	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	168	<b>Mean</b>	140 1=Yes
<b>Minimum</b>		<b>Maximum</b>	239 -1/.N=Not Applic
			2 -7/.R=Refused
			1 -8/.D=Don't know
			64 SYSMIS/.

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<b>Name</b>	T1A25e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Purchased classroom materials	41	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	167	<b>Mean</b>	126 1=Yes
<b>Minimum</b>		<b>Maximum</b>	239 -1/.N=Not Applic
			2 -7/.R=Refused
			2 -8/.D=Don't know
			64 SYSMIS/.

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<b>Name</b>	T1A25f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Purchased books/literacy materials	41	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	166	<b>Mean</b>	125 1=Yes
<b>Minimum</b>		<b>Maximum</b>	239 -1/.N=Not Applic
			2 -7/.R=Refused
			3 -8/.D=Don't know
			64 SYSMIS/.

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## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T1A25g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Encouraged parents to supplement learning at home	16	0=No
<b>Format</b>	Num	152	1=Yes
<b>Valid N</b>	168	239	-1/.N=Not Applic
<b>Minimum</b>		2	-7/.R=Refused
		1	-8/.D=Don't know
		64	SYSMIS/.
<b>Name</b>	T1A25h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Anything else	138	0=No
<b>Format</b>	Num	30	1=Yes
<b>Valid N</b>	168	239	-1/.N=Not Applic
<b>Minimum</b>		2	-7/.R=Refused
		1	-8/.D=Don't know
		64	SYSMIS/.
<b>Name</b>	T1A35	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: How would you rate behavior	7	1=Grp misbehaves very frequently/almost always difficult to handle
<b>Format</b>	Num	30	2=The group misbehaves frequently and is often difficult to handle
<b>Valid N</b>	408	200	3=The group misbehaves occasionally
<b>Minimum</b>		144	4=The group behaves well
		27	5=The group behaves exceptionally well
		2	-9/.M=Missing
		64	SYSMIS/.
<b>Name</b>	T1A36a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Equipment available-television	103	1=In class
<b>Format</b>	Num	223	2=In center
<b>Valid N</b>	407	81	3=Not available
<b>Minimum</b>		3	-8/.D=Don't know
		64	SYSMIS/.
<b>Name</b>	T1A36b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Equipment available-computer for children	333	1=In class
<b>Format</b>	Num	15	2=In center
<b>Valid N</b>	410	62	3=Not available
<b>Minimum</b>		64	SYSMIS/.
<b>Name</b>	T1A36c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Equipment available-computer for you	192	1=In class
<b>Format</b>	Num	179	2=In center
<b>Valid N</b>	410	39	3=Not available
<b>Minimum</b>		64	SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T1A36d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Equipment available-DVD or VCR	205	1=In class
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	407	<b>Mean</b>	146 2=In center
<b>Minimum</b>		<b>Maximum</b>	56 3=Not available
			3 -8/.D=Don't know
			64 SYSMIS/.

<b>Name</b>	T1A39	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Are any drinks served	17	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	408	<b>Mean</b>	391 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing
			64 SYSMIS/.

<b>Name</b>	T1A40	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: How many times drank 100% fruit juice	7	1=four or more times a day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	390	<b>Mean</b>	63 2=two to three times a day
<b>Minimum</b>		<b>Maximum</b>	101 3=once a day
			70 4=almost every day
			113 5=1 to 3 times during the past 7 days
			36 6=they did not drink these beverages
			17 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2 -9/.M=Missing
			64 SYSMIS/.

<b>Name</b>	T1A41	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: How many times drank soda	2	3=once a day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	391	<b>Mean</b>	3 5=1 to 3 times during the past 7 days
<b>Minimum</b>		<b>Maximum</b>	386 6=they did not drink these beverages
			17 -1/.N=Not Applicable
			2 -9/.M=Missing
			64 SYSMIS/.

<b>Name</b>	T1B03a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: I enjoy my present teaching job	8	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	410	<b>Mean</b>	6 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	18 3=Neither Agree nor Disagree
			110 4=Agree
			268 5=Strongly Agree
			64 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

Name	T1B03b		Frequency	Code and Description
<b>Label</b>	T1: Make a difference to children		7	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	3 2=Disagree
<b>Valid N</b>	410	<b>Mean</b>		2 3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		106 4=Agree
				292 5=Strongly Agree
				64 SYSMIS/.

Name	T1B03c		Frequency	Code and Description
<b>Label</b>	T1: Start over, choose teaching		7	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	15 2=Disagree
<b>Valid N</b>	409	<b>Mean</b>		24 3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		98 4=Agree
				265 5=Strongly Agree
				1 -8/.D=Don't know
				64 SYSMIS/.

Name	T1B05		Frequency	Code and Description
<b>Label</b>	T1: Continue working for HS next year		308	1=Very likely
<b>Format</b>	Num	<b>Type</b>	Source	57 2=Somewhat likely
<b>Valid N</b>	409	<b>Mean</b>		20 3=Somewhat unlikely
<b>Minimum</b>		<b>Maximum</b>		24 4=Very unlikely
				1 -8/.D=Don't know
				64 SYSMIS/.

Name	T1B06a		Frequency	Code and Description
<b>Label</b>	T1: Responsive to individual differences		7	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	1 2=Disagree
<b>Valid N</b>	409	<b>Mean</b>		6 3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		160 4=Agree
				235 5=Strongly Agree
				1 -7/.R=Refused
				64 SYSMIS/.

Name	T1B06b		Frequency	Code and Description
<b>Label</b>	T1: Area taught as separate subject		72	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	155 2=Disagree
<b>Valid N</b>	408	<b>Mean</b>		46 3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		103 4=Agree
				32 5=Strongly Agree
				2 -8/.D=Don't know
				64 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T1B06c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Child select own activities			2	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	9	2=Disagree
<b>Valid N</b>	410	<b>Mean</b>		11	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		160	4=Agree
				228	5=Strongly Agree
				64	SYSMIS/.

<b>Name</b>	T1B06d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Child allowed to cut own shapes			3	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	11	2=Disagree
<b>Valid N</b>	410	<b>Mean</b>		23	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		176	4=Agree
				197	5=Strongly Agree
				64	SYSMIS/.

<b>Name</b>	T1B06e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Child work silently and alone			174	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	167	2=Disagree
<b>Valid N</b>	408	<b>Mean</b>		33	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		31	4=Agree
				3	5=Strongly Agree
				2	-8/.D=Don't know
				64	SYSMIS/.

<b>Name</b>	T1B06f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Learn through active explorations			1	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	5	2=Disagree
<b>Valid N</b>	410	<b>Mean</b>		8	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		142	4=Agree
				254	5=Strongly Agree
				64	SYSMIS/.

<b>Name</b>	T1B06g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Treats for appropriate behavior			66	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	97	2=Disagree
<b>Valid N</b>	410	<b>Mean</b>		101	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		112	4=Agree
				34	5=Strongly Agree
				64	SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

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<b>Name</b>	T1B06h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Punishment encourages behavior			192	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	149	2=Disagree
<b>Valid N</b>	410	<b>Mean</b>		28	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		32	4=Agree
				9	5=Strongly Agree
				64	SYSMIS/.

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<b>Name</b>	T1B06i			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Child involved in rules for group			6	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	13	2=Disagree
<b>Valid N</b>	410	<b>Mean</b>		8	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		180	4=Agree
				203	5=Strongly Agree
				64	SYSMIS/.

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<b>Name</b>	T1B06j			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Child recognize single letters			32	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	87	2=Disagree
<b>Valid N</b>	410	<b>Mean</b>		39	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		179	4=Agree
				73	5=Strongly Agree
				64	SYSMIS/.

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<b>Name</b>	T1B06k			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Child to color within lines			107	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	176	2=Disagree
<b>Valid N</b>	410	<b>Mean</b>		37	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		76	4=Agree
				14	5=Strongly Agree
				64	SYSMIS/.

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<b>Name</b>	T1B06l			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Child learn to form letters			78	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	155	2=Disagree
<b>Valid N</b>	410	<b>Mean</b>		48	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		114	4=Agree
				15	5=Strongly Agree
				64	SYSMIS/.

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## Codebook for Classroom/Teacher-Level PUF, continued

Name	T1B06m		Frequency	Code and Description
<b>Label</b>	T1: Child dictate story to teacher		1	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	18	2=Disagree
<b>Valid N</b>	410	<b>Mean</b>	28	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>	226	4=Agree
			137	5=Strongly Agree
			64	SYSMIS/.

Name	T1B06n		Frequency	Code and Description
<b>Label</b>	T1: Know letter sounds before read		11	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	59	2=Disagree
<b>Valid N</b>	410	<b>Mean</b>	41	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>	217	4=Agree
			82	5=Strongly Agree
			64	SYSMIS/.

Name	T1B06o		Frequency	Code and Description
<b>Label</b>	T1: Form letters before story		135	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	209	2=Disagree
<b>Valid N</b>	410	<b>Mean</b>	19	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>	41	4=Agree
			6	5=Strongly Agree
			64	SYSMIS/.

Name	T1C01a		Frequency	Code and Description
<b>Label</b>	T1: Bothered by things that don't usually bother you		241	1=Rarely or never
<b>Format</b>	Num	<b>Type</b>	105	2=Some or a little
<b>Valid N</b>	410	<b>Mean</b>	57	3=Occasionally or moderately
<b>Minimum</b>		<b>Maximum</b>	7	4=Most or all of the time
			64	SYSMIS/.

Name	T1C01b		Frequency	Code and Description
<b>Label</b>	T1: Poor appetite		321	1=Rarely or never
<b>Format</b>	Num	<b>Type</b>	57	2=Some or a little
<b>Valid N</b>	410	<b>Mean</b>	25	3=Occasionally or moderately
<b>Minimum</b>		<b>Maximum</b>	7	4=Most or all of the time
			64	SYSMIS/.

Name	T1C01c		Frequency	Code and Description
<b>Label</b>	T1: Couldn't shake off blues		349	1=Rarely or never
<b>Format</b>	Num	<b>Type</b>	44	2=Some or a little
<b>Valid N</b>	410	<b>Mean</b>	12	3=Occasionally or moderately
<b>Minimum</b>		<b>Maximum</b>	5	4=Most or all of the time
			64	SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T1C01d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Trouble keeping mind on task			285	1=Rarely or never
<b>Format</b>	Num	<b>Type</b>	Source	79	2=Some or a little
<b>Valid N</b>	410	<b>Mean</b>		36	3=Occasionally or moderately
<b>Minimum</b>		<b>Maximum</b>		10	4=Most or all of the time
				64	SYSMIS/.

<b>Name</b>	T1C01e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Depressed			359	1=Rarely or never
<b>Format</b>	Num	<b>Type</b>	Source	30	2=Some or a little
<b>Valid N</b>	410	<b>Mean</b>		19	3=Occasionally or moderately
<b>Minimum</b>		<b>Maximum</b>		2	4=Most or all of the time
				64	SYSMIS/.

<b>Name</b>	T1C01f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Everything you did was an effort			231	1=Rarely or never
<b>Format</b>	Num	<b>Type</b>	Source	74	2=Some or a little
<b>Valid N</b>	409	<b>Mean</b>		37	3=Occasionally or moderately
<b>Minimum</b>		<b>Maximum</b>		67	4=Most or all of the time
				1	-8/.D=Don't know
				64	SYSMIS/.

<b>Name</b>	T1C01g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Fearful			375	1=Rarely or never
<b>Format</b>	Num	<b>Type</b>	Source	29	2=Some or a little
<b>Valid N</b>	410	<b>Mean</b>		4	3=Occasionally or moderately
<b>Minimum</b>		<b>Maximum</b>		2	4=Most or all of the time
				64	SYSMIS/.

<b>Name</b>	T1C01h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Restless sleep			243	1=Rarely or never
<b>Format</b>	Num	<b>Type</b>	Source	114	2=Some or a little
<b>Valid N</b>	410	<b>Mean</b>		31	3=Occasionally or moderately
<b>Minimum</b>		<b>Maximum</b>		22	4=Most or all of the time
				64	SYSMIS/.

<b>Name</b>	T1C01i			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Talked less than usual			341	1=Rarely or never
<b>Format</b>	Num	<b>Type</b>	Source	48	2=Some or a little
<b>Valid N</b>	410	<b>Mean</b>		15	3=Occasionally or moderately
<b>Minimum</b>		<b>Maximum</b>		6	4=Most or all of the time
				64	SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T1C01j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Lonely	366	1=Rarely or never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	410	<b>Mean</b>	29 2=Some or a little
<b>Minimum</b>		<b>Maximum</b>	13 3=Occasionally or moderately
			2 4=Most or all of the time
			64 SYSMIS/.

<b>Name</b>	T1C01k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Sad	328	1=Rarely or never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	410	<b>Mean</b>	66 2=Some or a little
<b>Minimum</b>		<b>Maximum</b>	14 3=Occasionally or moderately
			2 4=Most or all of the time
			64 SYSMIS/.

<b>Name</b>	T1C01l	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Couldn't get going	293	1=Rarely or never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	410	<b>Mean</b>	88 2=Some or a little
<b>Minimum</b>		<b>Maximum</b>	24 3=Occasionally or moderately
			5 4=Most or all of the time
			64 SYSMIS/.

<b>Name</b>	T1D01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: How many yrs teaching	410	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	410	<b>Mean</b>	12.83
<b>Minimum</b>	0	<b>Maximum</b>	30
			64 SYSMIS/.

<b>Name</b>	T1D02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Number those yrs teaching HS	410	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	410	<b>Mean</b>	9.07
<b>Minimum</b>	0	<b>Maximum</b>	30
			64 SYSMIS/.

<b>Name</b>	T1D02A	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Year started at this HS	410	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	410	<b>Mean</b>	1997.98
<b>Minimum</b>	1980	<b>Maximum</b>	2006
			64 SYSMIS/.

<b>Name</b>	T1D03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Any children who attend HS now	391	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	410	<b>Mean</b>	19 1=Yes
<b>Minimum</b>		<b>Maximum</b>	64 SYSMIS/.

**Codebook for Classroom/Teacher-Level PUF, continued**

<b>Name</b>	T1D04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Any child in past attend HS	208	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	391	<b>Mean</b>	183 1=Yes
<b>Minimum</b>		<b>Maximum</b>	19 -1/.N=Not Applic 64 SYSMIS/.

<b>Name</b>	T1D05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Highest grade of school completed	3	2=9th to 11th grade
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	410	<b>Mean</b>	2 3=12th grade but no diploma 13 4=High school diploma/equivalent
<b>Minimum</b>		<b>Maximum</b>	2 6=Voc/tech diploma after high school 53 7=Some college but no degree 174 8=Associate's degree 119 9=Bachelor's degree 20 10=Graduate/professional schl, no degree 24 11=Master's degree (MA, MS) 64 SYSMIS/.

<b>Name</b>	T1D06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: What field is your highest degree	88	1=Child development or developmental psychology
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	337	<b>Mean</b>	159 2=Early childhood education 39 3=Elementary education 6 4=Special education 45 5=Other field 73 -1/.N=Not Applicable 64 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	T1D07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Field include early childhood education	24	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	390	<b>Mean</b>	366 1=Yes 20 -1/.N=Not Applic 64 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	T1D08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Completed courses in ECE since degree	17	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	24	<b>Mean</b>	7 1=Yes 386 -1/.N=Not Applic 64 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	T1D11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Do you have a CDA credential	188	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	408	<b>Mean</b>	220 1=Yes 2 -8/.D=Don't know 64 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T1D12			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Have state-awarded preschool certificate			269	0=No
<b>Format</b>	Num	<b>Type</b>	Source	133	1=Yes
<b>Valid N</b>	402	<b>Mean</b>		8	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		64	SYSMIS/.
<b>Name</b>	T1D13			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Have teaching certificate or license			223	0=No
<b>Format</b>	Num	<b>Type</b>	Source	183	1=Yes
<b>Valid N</b>	406	<b>Mean</b>		4	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		64	SYSMIS/.
<b>Name</b>	T1D14			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Enrolled in teacher-related training			251	0=No
<b>Format</b>	Num	<b>Type</b>	Source	159	1=Yes
<b>Valid N</b>	410	<b>Mean</b>		64	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	T1D15			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: What kind of training enrolled in			39	1=Child Development Associate (CDA) degree program
<b>Format</b>	Num	<b>Type</b>	Source	16	2=Teaching certificate
<b>Valid N</b>	159	<b>Mean</b>		2	3=Special education teaching degree
<b>Minimum</b>		<b>Maximum</b>		28	4=Bachelor's degree
				21	5=Graduate degree (Master's or Ph.D or Ed.D.)
				43	6=Other
				10	7=Associate's degree
				251	-1/.N=Not Applicable
				64	SYSMIS/.
<b>Name</b>	T1D16a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Paid vacation time			134	0=No
<b>Format</b>	Num	<b>Type</b>	Source	273	1=Yes
<b>Valid N</b>	407	<b>Mean</b>		3	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		64	SYSMIS/.
<b>Name</b>	T1D16b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Paid sick leave			21	0=No
<b>Format</b>	Num	<b>Type</b>	Source	386	1=Yes
<b>Valid N</b>	407	<b>Mean</b>		3	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		64	SYSMIS/.
<b>Name</b>	T1D16c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Paid maternity/paternity leave			120	0=No
<b>Format</b>	Num	<b>Type</b>	Source	192	1=Yes
<b>Valid N</b>	312	<b>Mean</b>		98	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		64	SYSMIS/.

**Codebook for Classroom/Teacher-Level PUF, continued**

<b>Name</b>	T1D16d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Unpaid maternity/paternity leave	90	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	273	<b>Mean</b>	183 1=Yes
<b>Minimum</b>		<b>Maximum</b>	137 -8/.D=Don't know
			64 SYSMIS/.
<b>Name</b>	T1D16e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Paid family leave	130	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	354	<b>Mean</b>	224 1=Yes
<b>Minimum</b>		<b>Maximum</b>	56 -8/.D=Don't know
			64 SYSMIS/.
<b>Name</b>	T1D16f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Paid health insurance	35	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	406	<b>Mean</b>	371 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know
			64 SYSMIS/.
<b>Name</b>	T1D16g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Paid dental insurance	75	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	398	<b>Mean</b>	323 1=Yes
<b>Minimum</b>		<b>Maximum</b>	12 -8/.D=Don't know
			64 SYSMIS/.
<b>Name</b>	T1D16h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Tuition reimbursement	138	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	375	<b>Mean</b>	237 1=Yes
<b>Minimum</b>		<b>Maximum</b>	35 -8/.D=Don't know
			64 SYSMIS/.
<b>Name</b>	T1D16i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Retirement plan	33	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	402	<b>Mean</b>	369 1=Yes
<b>Minimum</b>		<b>Maximum</b>	8 -8/.D=Don't know
			64 SYSMIS/.
<b>Name</b>	T1D17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Annual salary	386	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	386	<b>Mean</b>	24023.13
<b>Minimum</b>	15	<b>Maximum</b>	50000
			9 -7/.R=Refused
			15 -8/.D=Don't know
			64 SYSMIS/.
<b>Name</b>	T1D18hrs	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Hours/week does salary cover	408	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	408	<b>Mean</b>	37.79
<b>Minimum</b>	8	<b>Maximum</b>	45
			2 -7/.R=Refused
			64 SYSMIS/.

**Codebook for Classroom/Teacher-Level PUF, continued**

<b>Name</b>	T1D18min			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Minutes/week does salary cover			405	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	3	-7/.R=Refused
<b>Valid N</b>	405	<b>Mean</b>	1.82	2	-8/.D=Don't know
<b>Minimum</b>	0	<b>Maximum</b>	40	64	SYSMIS/.
<b>Name</b>	T1D19			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: What is your gender			6	1=Male
<b>Format</b>	Num	<b>Type</b>	Source	404	2=Female
<b>Valid N</b>	410	<b>Mean</b>		64	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	T1D20			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: In what year were you born			407	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	2	-7/.R=Refused
<b>Valid N</b>	407	<b>Mean</b>	1964.50	1	-8/.D=Don't know
<b>Minimum</b>	1950	<b>Maximum</b>	1983	64	SYSMIS/.
<b>Name</b>	T1D21			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Spanish, Hispanic, or Latino origin			324	0=No
<b>Format</b>	Num	<b>Type</b>	Source	85	1=Yes
<b>Valid N</b>	409	<b>Mean</b>		1	-7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>		64	SYSMIS/.
<b>Name</b>	T1D22			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Which one best describes you . . .			57	1=Mexican, Mexican American, Chicano
<b>Format</b>	Num	<b>Type</b>	Source	3	2=Puerto Rican
<b>Valid N</b>	85	<b>Mean</b>		25	4=Some other Spanish/Hispanic/Latino group
<b>Minimum</b>		<b>Maximum</b>		324	-1/.N=Not Applicable
				1	-7/.R=Refused
				64	SYSMIS/.
<b>Name</b>	T1D23_11			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: White			231	0=No
<b>Format</b>	Num	<b>Type</b>	Source	175	11=White
<b>Valid N</b>	406	<b>Mean</b>		4	-7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>		64	SYSMIS/.
<b>Name</b>	T1D23_12			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Black, African American			262	0=No
<b>Format</b>	Num	<b>Type</b>	Source	144	12=Black or African American
<b>Valid N</b>	406	<b>Mean</b>		4	-7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>		64	SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T1D23_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: American Indian, Alaska Native	400	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	406	<b>Mean</b>	6 13=American Indian or Alaska Native
<b>Minimum</b>		<b>Maximum</b>	4 -7/.R=Refused
			64 SYSMIS/.
<b>Name</b>	T1D23_20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Teacher Asian	400	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	406	<b>Mean</b>	6 20=Asian
<b>Minimum</b>		<b>Maximum</b>	4 -7/.R=Refused
			64 SYSMIS/.
<b>Name</b>	T1D23_24	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Teacher Native Hawaiian/Pacific Islander	405	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	406	<b>Mean</b>	1 24=Native Hawaiian or other Pacific Islander
<b>Minimum</b>		<b>Maximum</b>	4 -7/.R=Refused
			64 SYSMIS/.
<b>Name</b>	T1D23_25	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Teacher Another race	323	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	404	<b>Mean</b>	81 25=Another race
<b>Minimum</b>		<b>Maximum</b>	6 -7/.R=Refused
			64 SYSMIS/.
<b>Name</b>	T2_2Class	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: 2-classroom Interview status	356	0=one class
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	458	<b>Mean</b>	51 1=class #1 (of 2)
<b>Minimum</b>		<b>Maximum</b>	50 2=class #2 (of 2)
			1 22=cl #2(missing)
			16 SYSMIS/.
<b>Name</b>	T2_Date	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Interview completed date	96	Mar/early Apr 2007
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	458	<b>Mean</b>	163 April 2007
<b>Minimum</b>		<b>Maximum</b>	199 May 2007
			16 SYSMIS/.
<b>Name</b>	T2_S01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Confirm: Interviewed last fall, and still teach class	360	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	360	<b>Mean</b>	60 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	54 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T2_S01c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Confirm: NOT teaching this class when F06 interviews	1	0=No
<b>Format</b>	Num	34	1=Yes
<b>Valid N</b>	35		420 -1/.N=Not Applic
<b>Minimum</b>			19 SYSMIS/.
<b>Type</b>	Source		
<b>Mean</b>			
<b>Maximum</b>			
<b>Name</b>	T2_S02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: When did you become the teacher of this class	34	valid numeric value
<b>Format</b>	Num	421	-1/.N=Not Applicable
<b>Valid N</b>	34		19 SYSMIS/.
<b>Minimum</b>	2006		
<b>Mean</b>	2006.71		
<b>Maximum</b>	2007		
<b>Name</b>	T2_S03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Teach in HS before teaching this class	14	0=No
<b>Format</b>	Num	20	1=Yes
<b>Valid N</b>	34		421 -1/.N=Not Applic
<b>Minimum</b>			19 SYSMIS/.
<b>Mean</b>			
<b>Maximum</b>			
<b>Name</b>	T2_S04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Where were you teaching before this class	1	1=in the same classroom as an assistant teacher
<b>Format</b>	Num	9	2=in a different classroom at the same Head Start center
<b>Valid N</b>	20		7 3=at a different Head Start center operated by the same program
<b>Minimum</b>			2 4=at a Head Start center operated by a different program
<b>Mean</b>			1 5=somewhere else
<b>Maximum</b>			435 -1/.N=Not Applicable
			19 SYSMIS/.
<b>Name</b>	T2_S05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Your position before this class	10	1=Lead teacher
<b>Format</b>	Num	8	2=Assitant teacher/teacher aide
<b>Valid N</b>	20		2 7=Something else
<b>Minimum</b>			435 -1/.N=Not Applicable
			19 SYSMIS/.
<b>Name</b>	T2_S06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Where were you working before this class	6	1=at an early childhood education or child care center
<b>Format</b>	Num	2	5=in an elementary school classroom
<b>Valid N</b>	14		2 7=not working full-time
<b>Minimum</b>			4 8=somewhere else
<b>Mean</b>			421 -1/.N=Not Applicable
<b>Maximum</b>			39 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

Name	T2_S07	Frequency	Code and Description
<b>Label</b>	T2: Your position at previous center or class	1	2=Assitant teacher/teacher aide
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	8	<b>Mean</b>	3 3=Part-time substitute teacher
<b>Minimum</b>		<b>Maximum</b>	2 4=Volunteer
			2 7=Something else
			441 -1/.N=Not Applicable
			25 SYSMIS/.

Name	T2A00_1	Frequency	Code and Description
<b>Label</b>	T2: How many children are enrolled in this class	457	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	457	<b>Mean</b>	17.12
<b>Minimum</b>	1	<b>Maximum</b>	21
			1 -9/.M=Missing
			16 SYSMIS/.

Name	T2A00_2	Frequency	Code and Description
<b>Label</b>	T2: How many lead teachers are with this class	2	0
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	457	<b>Mean</b>	1.02
<b>Minimum</b>	0	<b>Maximum</b>	2
			442 1
			13 2 or more
			1 -9/.M=Missing
			16 SYSMIS/.

Name	T2A00_3	Frequency	Code and Description
<b>Label</b>	T2: How many assistant teachers	42	0
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	457	<b>Mean</b>	0.97
<b>Minimum</b>	0	<b>Maximum</b>	2
			388 1
			27 2 or more
			1 -9/.M=Missing
			16 SYSMIS/.

Name	T2A00_4	Frequency	Code and Description
<b>Label</b>	T2: How many paid aides	251	0
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	457	<b>Mean</b>	0.53
<b>Minimum</b>	0	<b>Maximum</b>	3
			173 1
			28 2
			5 3 or more
			1 -9/.M=Missing
			16 SYSMIS/.

Name	T2A01a	Frequency	Code and Description
<b>Label</b>	T2: Teacher-directed whole class	5	1=No time
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	457	<b>Mean</b>	267 2=Half hour or less
<b>Minimum</b>		<b>Maximum</b>	125 3=About one hour
			37 4=About two hours
			23 5=Three hours or more
			1 -9/.M=Missing
			16 SYSMIS/.

**Codebook for Classroom/Teacher-Level PUF, continued**

<b>Name</b>	T2A01b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Teacher-directed small group			4	1=No time
<b>Format</b>	Num	<b>Type</b>	Source	350	2=Half hour or less
<b>Valid N</b>	457	<b>Mean</b>		80	3=About one hour
<b>Minimum</b>		<b>Maximum</b>		20	4=About two hours
				3	5=Three hours or more
				1	-9/.M=Missing
				16	SYSMIS/.
<b>Name</b>	T2A01c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Teacher-directed individual			22	1=No time
<b>Format</b>	Num	<b>Type</b>	Source	358	2=Half hour or less
<b>Valid N</b>	455	<b>Mean</b>		55	3=About one hour
<b>Minimum</b>		<b>Maximum</b>		11	4=About two hours
				9	5=Three hours or more
				2	-8/.D=Don't know
				1	-9/.M=Missing
				16	SYSMIS/.
<b>Name</b>	T2A01d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Child-selected activities			2	1=No time
<b>Format</b>	Num	<b>Type</b>	Source	91	2=Half hour or less
<b>Valid N</b>	457	<b>Mean</b>		228	3=About one hour
<b>Minimum</b>		<b>Maximum</b>		103	4=About two hours
				33	5=Three hours or more
				1	-9/.M=Missing
				16	SYSMIS/.
<b>Name</b>	T2A02a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Learning names of letters			3	2=Once a month or less
<b>Format</b>	Num	<b>Type</b>	Source	7	3=Two or three times a month
<b>Valid N</b>	457	<b>Mean</b>		23	4=Once or twice a week
<b>Minimum</b>		<b>Maximum</b>		48	5=Three or four times a week
				376	6=Every day
				1	-9/.M=Missing
				16	SYSMIS/.

**Codebook for Classroom/Teacher-Level PUF, continued**

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<b>Name</b>	T2A02b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Write letters of the alphabet			3	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	6	2=Once a month or less
<b>Valid N</b>	457	<b>Mean</b>		18	3=Two or three times a month
<b>Minimum</b>		<b>Maximum</b>		68	4=Once or twice a week
				86	5=Three or four times a week
				276	6=Every day
				1	-9/.M=Missing
				16	SYSMIS/.

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<b>Name</b>	T2A02c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Discuss new words			5	2=Once a month or less
<b>Format</b>	Num	<b>Type</b>	Source	11	3=Two or three times a month
<b>Valid N</b>	457	<b>Mean</b>		68	4=Once or twice a week
<b>Minimum</b>		<b>Maximum</b>		64	5=Three or four times a week
				309	6=Every day
				1	-9/.M=Missing
				16	SYSMIS/.

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<b>Name</b>	T2A02d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Dictate stories to a teacher			2	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	22	2=Once a month or less
<b>Valid N</b>	457	<b>Mean</b>		38	3=Two or three times a month
<b>Minimum</b>		<b>Maximum</b>		126	4=Once or twice a week
				85	5=Three or four times a week
				184	6=Every day
				1	-9/.M=Missing
				16	SYSMIS/.

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<b>Name</b>	T2A02e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Work on phonics			14	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	13	2=Once a month or less
<b>Valid N</b>	457	<b>Mean</b>		26	3=Two or three times a month
<b>Minimum</b>		<b>Maximum</b>		68	4=Once or twice a week
				74	5=Three or four times a week
				262	6=Every day
				1	-9/.M=Missing
				16	SYSMIS/.

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## Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A02f	Frequency	Code and Description
<b>Label</b>	T2: Listen to stories with print	2	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	457	<b>Mean</b>	2 2=Once a month or less
<b>Minimum</b>		<b>Maximum</b>	4 3=Two or three times a month
			23 4=Once or twice a week
			26 5=Three or four times a week
			400 6=Every day
			1 -9/.M=Missing
			16 SYSMIS/.

Name	T2A02g	Frequency	Code and Description
<b>Label</b>	T2: Listen to stories, no print	254	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	457	<b>Mean</b>	32 2=Once a month or less
<b>Minimum</b>		<b>Maximum</b>	12 3=Two or three times a month
			36 4=Once or twice a week
			22 5=Three or four times a week
			101 6=Every day
			1 -9/.M=Missing
			16 SYSMIS/.

Name	T2A02h	Frequency	Code and Description
<b>Label</b>	T2: Retell stories	3	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	456	<b>Mean</b>	17 2=Once a month or less
<b>Minimum</b>		<b>Maximum</b>	44 3=Two or three times a month
			113 4=Once or twice a week
			76 5=Three or four times a week
			203 6=Every day
			1 -8/.D=Don't know
			1 -9/.M=Missing
			16 SYSMIS/.

Name	T2A02i	Frequency	Code and Description
<b>Label</b>	T2: Learn conventions of print	3	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	457	<b>Mean</b>	10 2=Once a month or less
<b>Minimum</b>		<b>Maximum</b>	20 3=Two or three times a month
			55 4=Once or twice a week
			54 5=Three or four times a week
			315 6=Every day
			1 -9/.M=Missing
			16 SYSMIS/.

**Codebook for Classroom/Teacher-Level PUF, continued**

<b>Name</b>	T2A02j			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Write own name			2	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	5	2=Once a month or less
<b>Valid N</b>	457	<b>Mean</b>		6	3=Two or three times a month
<b>Minimum</b>		<b>Maximum</b>		41	4=Once or twice a week
				76	5=Three or four times a week
				327	6=Every day
				1	-9/.M=Missing
				16	SYSMIS/.

<b>Name</b>	T2A02k			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Rhyming words and word families			8	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	19	2=Once a month or less
<b>Valid N</b>	457	<b>Mean</b>		43	3=Two or three times a month
<b>Minimum</b>		<b>Maximum</b>		137	4=Once or twice a week
				104	5=Three or four times a week
				146	6=Every day
				1	-9/.M=Missing
				16	SYSMIS/.

<b>Name</b>	T2A02l			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Learn about common prepositions			1	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	12	2=Once a month or less
<b>Valid N</b>	457	<b>Mean</b>		39	3=Two or three times a month
<b>Minimum</b>		<b>Maximum</b>		93	4=Once or twice a week
				91	5=Three or four times a week
				221	6=Every day
				1	-9/.M=Missing
				16	SYSMIS/.

<b>Name</b>	T2A03a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Freq of count out loud			2	3=Two or three times a month
<b>Format</b>	Num	<b>Type</b>	Source	15	4=Once or twice a week
<b>Valid N</b>	457	<b>Mean</b>		31	5=Three or four times a week
<b>Minimum</b>		<b>Maximum</b>		409	6=Every day
				1	-9/.M=Missing
				16	SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A03b	Frequency	Code and Description
<b>Label</b>	T2: Freq of work with geometric manipulatives	1	1=Never
<b>Format</b>	Num	5	2=Once a month or less
<b>Valid N</b>	457	13	3=Two or three times a month
<b>Minimum</b>		36	4=Once or twice a week
		53	5=Three or four times a week
		349	6=Every day
		1	-9/.M=Missing
		16	SYSMIS/.

Name	T2A03c	Frequency	Code and Description
<b>Label</b>	T2: Freq of work with counting manipulatives	6	1=Never
<b>Format</b>	Num	7	2=Once a month or less
<b>Valid N</b>	457	12	3=Two or three times a month
<b>Minimum</b>		58	4=Once or twice a week
		70	5=Three or four times a week
		304	6=Every day
		1	-9/.M=Missing
		16	SYSMIS/.

Name	T2A03d	Frequency	Code and Description
<b>Label</b>	T2: Freq of play math-related games	4	2=Once a month or less
<b>Format</b>	Num	19	3=Two or three times a month
<b>Valid N</b>	457	106	4=Once or twice a week
<b>Minimum</b>		103	5=Three or four times a week
		225	6=Every day
		1	-9/.M=Missing
		16	SYSMIS/.

Name	T2A03e	Frequency	Code and Description
<b>Label</b>	T2: Freq of use music to understand math concepts	14	1=Never
<b>Format</b>	Num	16	2=Once a month or less
<b>Valid N</b>	457	28	3=Two or three times a month
<b>Minimum</b>		102	4=Once or twice a week
		84	5=Three or four times a week
		213	6=Every day
		1	-9/.M=Missing
		16	SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A03f	Frequency	Code and Description
<b>Label</b>	T2: Freq of use movement/drama to understand math concepts	8	1=Never
<b>Format</b>	Num	26	2=Once a month or less
<b>Valid N</b>	455	42	3=Two or three times a month
<b>Minimum</b>		112	4=Once or twice a week
		85	5=Three or four times a week
		182	6=Every day
		2	-8/.D=Don't know
		1	-9/.M=Missing
		16	SYSMIS/.

Name	T2A03g	Frequency	Code and Description
<b>Label</b>	T2: Freq of work with measuring instruments	4	1=Never
<b>Format</b>	Num	21	2=Once a month or less
<b>Valid N</b>	457	63	3=Two or three times a month
<b>Minimum</b>		126	4=Once or twice a week
		64	5=Three or four times a week
		179	6=Every day
		1	-9/.M=Missing
		16	SYSMIS/.

Name	T2A03h	Frequency	Code and Description
<b>Label</b>	T2: Freq of engage in calendar-related activities	12	1=Never
<b>Format</b>	Num	8	2=Once a month or less
<b>Valid N</b>	457	15	3=Two or three times a month
<b>Minimum</b>		28	4=Once or twice a week
		24	5=Three or four times a week
		370	6=Every day
		1	-9/.M=Missing
		16	SYSMIS/.

Name	T2A03i	Frequency	Code and Description
<b>Label</b>	T2: Freq of engage in activities related to telling time	45	1=Never
<b>Format</b>	Num	49	2=Once a month or less
<b>Valid N</b>	457	35	3=Two or three times a month
<b>Minimum</b>		67	4=Once or twice a week
		43	5=Three or four times a week
		218	6=Every day
		1	-9/.M=Missing
		16	SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T2A03j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Freq of engage in activities with shapes and patterns	7	2=Once a month or less
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	457	<b>Mean</b>	19 3=Two or three times a month
<b>Minimum</b>		<b>Maximum</b>	63 4=Once or twice a week
			67 5=Three or four times a week
			301 6=Every day
			1 -9/.M=Missing
			16 SYSMIS/.
<b>Name</b>	T2A04_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: English used in class	7	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	457	<b>Mean</b>	450 1=English
<b>Minimum</b>		<b>Maximum</b>	1 -9/.M=Missing
			16 SYSMIS/.
<b>Name</b>	T2A04_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Spanish used in class	302	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	457	<b>Mean</b>	155 2=Spanish
<b>Minimum</b>		<b>Maximum</b>	1 -9/.M=Missing
			16 SYSMIS/.
<b>Name</b>	T2A04_9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Other language used in class (specify)	442	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	457	<b>Mean</b>	15 9=Other language
<b>Minimum</b>		<b>Maximum</b>	1 -9/.M=Missing
			16 SYSMIS/.
<b>Name</b>	T2A05_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Teach in English?	4	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	156	<b>Mean</b>	152 1=Yes
<b>Minimum</b>		<b>Maximum</b>	301 -1/.N=Not Applic
			1 -9/.M=Missing
			16 SYSMIS/.
<b>Name</b>	T2A05_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Teach in Spanish?	42	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	154	<b>Mean</b>	112 1=Yes
<b>Minimum</b>		<b>Maximum</b>	302 -1/.N=Not Applic
			2 -9/.M=Missing
			16 SYSMIS/.
<b>Name</b>	T2A05_9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Teach in other language	6	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	15	<b>Mean</b>	9 1=Yes
<b>Minimum</b>		<b>Maximum</b>	442 -1/.N=Not Applic
			1 -9/.M=Missing
			16 SYSMIS/.

**Codebook for Classroom/Teacher-Level PUF, continued**

<b>Name</b>	T2A06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Specific or combination of curricula used	325	1=Yes, specific curriculum
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	458	<b>Mean</b>	129 2=Yes, combination
<b>Minimum</b>		<b>Maximum</b>	4 3=No
			16 SYSMIS/.
<b>Name</b>	T2A07_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Creative curriculum	152	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	453	<b>Mean</b>	301 11=Creative Curriculum
<b>Minimum</b>		<b>Maximum</b>	4 -1/.N=Not Applicable
			1 -8/.D=Don't know
			16 SYSMIS/.
<b>Name</b>	T2A07_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: High Scope	342	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	453	<b>Mean</b>	111 12=High/Scope
<b>Minimum</b>		<b>Maximum</b>	4 -1/.N=Not Applicable
			1 -8/.D=Don't know
			16 SYSMIS/.
<b>Name</b>	T2A07_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: High Reach	444	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	453	<b>Mean</b>	9 13=High Reach
<b>Minimum</b>		<b>Maximum</b>	4 -1/.N=Not Applicable
			1 -8/.D=Don't know
			16 SYSMIS/.
<b>Name</b>	T2A07_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Let's begin with the letter people	448	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	453	<b>Mean</b>	5 14=Let's Begin with the Letter People
<b>Minimum</b>		<b>Maximum</b>	4 -1/.N=Not Applicable
			1 -8/.D=Don't know
			16 SYSMIS/.
<b>Name</b>	T2A07_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Montessori	451	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	453	<b>Mean</b>	2 15=Montessori
<b>Minimum</b>		<b>Maximum</b>	4 -1/.N=Not Applicable
			1 -8/.D=Don't know
			16 SYSMIS/.
<b>Name</b>	T2A07_16	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Bank street	453	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	453	<b>Mean</b>	4 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			16 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T2A07_17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Child centered classrooms	448	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	453	<b>Mean</b>	5 17=CreatngChildCntrdClassrms-StepByStep
<b>Minimum</b>		<b>Maximum</b>	4 -1/.N=Not Applicable
			1 -8/.D=Don't know
			16 SYSMIS/.
<b>Name</b>	T2A07_18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Scholastic curriculum	430	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	453	<b>Mean</b>	23 18=Scholastic curriculum
<b>Minimum</b>		<b>Maximum</b>	4 -1/.N=Not Applicable
			1 -8/.D=Don't know
			16 SYSMIS/.
<b>Name</b>	T2A07_19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Locally designed curriculum	423	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	453	<b>Mean</b>	30 19=Locally designed curriculum
<b>Minimum</b>		<b>Maximum</b>	4 -1/.N=Not Applicable
			1 -8/.D=Don't know
			16 SYSMIS/.
<b>Name</b>	T2A07_20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Curiosity corner	452	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	453	<b>Mean</b>	1 20=Curiosity Corner - Johns Hopkins
<b>Minimum</b>		<b>Maximum</b>	4 -1/.N=Not Applicable
			1 -8/.D=Don't know
			16 SYSMIS/.
<b>Name</b>	T2A07_21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Other (specify)	359	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	453	<b>Mean</b>	94 21=Other (from A7)
<b>Minimum</b>		<b>Maximum</b>	4 -1/.N=Not Applicable
			1 -8/.D=Don't know
			16 SYSMIS/.
<b>Name</b>	T2A08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: What is your main curriculum?	60	11=Creative Curriculum
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	115	<b>Mean</b>	19 12=High/Scope
<b>Minimum</b>		<b>Maximum</b>	1 13=High Reach
			8 18=Scholastic curriculum
			14 19=Locally designed curriculum
			11 21=Other (from A7)
			2 22=Other
			342 -1/.N=Not Applicable
			1 -9/.M=Missing
			16 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T2A09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Have you received training?	17	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	454	<b>Mean</b>	437 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -1/.N=Not Applic
			16 SYSMIS/.
<b>Name</b>	T2A10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: How many hours of training in past 12 months	431	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	431	<b>Mean</b>	14.46
<b>Minimum</b>	0	<b>Maximum</b>	205
			21 -1/.N=Not Applicable
			6 -8/.D=Don't know
			16 SYSMIS/.
<b>Name</b>	T2A11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Who provided the most training?	263	1=Staff from this Head Start program
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	437	<b>Mean</b>	13 2=Staff from another Head Start program
<b>Minimum</b>		<b>Maximum</b>	90 3=Staff or consultant(s) from curriculum developers
			17 4=Faculty from School of Education
			48 5=Head Start regional office T&TA staff
			6 6=Other
			21 -1/.N=Not Applicable
			16 SYSMIS/.
<b>Name</b>	T2A12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Do you receive ongoing support	33	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	453	<b>Mean</b>	420 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -1/.N=Not Applic
			1 -8/.D=Don't know
			16 SYSMIS/.
<b>Name</b>	T2A13_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Help understanding curriculum	143	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	420	<b>Mean</b>	277 1=Helping understand the curriculum
<b>Minimum</b>		<b>Maximum</b>	16
			37 -1/.N=Not Applicable
			1 -8/.D=Don't know
<b>Name</b>	T2A13_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Observe someone implementing curriculum	240	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	420	<b>Mean</b>	180 2=Providing opportunities for observing someone implementing the curriculum
<b>Minimum</b>		<b>Maximum</b>	16
			37 -1/.N=Not Applicable
			1 -8/.D=Don't know

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T2A13_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Refresher training	150	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	420	<b>Mean</b>	270 3=Offering refresher training on the curriculum
<b>Minimum</b>		<b>Maximum</b>	16
			37 -1/.N=Not Applicable
			1 -8/.D=Don't know

<b>Name</b>	T2A13_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Help implementing curriculum	176	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	420	<b>Mean</b>	244 4=Helping implement the curriculum
<b>Minimum</b>		<b>Maximum</b>	16
			37 -1/.N=Not Applicable
			1 -8/.D=Don't know

<b>Name</b>	T2A13_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Help planning activities	148	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	420	<b>Mean</b>	272 5=Planning curriculum-based activities
<b>Minimum</b>		<b>Maximum</b>	16
			37 -1/.N=Not Applicable
			1 -8/.D=Don't know

<b>Name</b>	T2A13_6	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Help individualizing curriculum	138	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	420	<b>Mean</b>	282 6=Individualizing the curriculum for children
<b>Minimum</b>		<b>Maximum</b>	16
			37 -1/.N=Not Applicable
			1 -8/.D=Don't know

<b>Name</b>	T2A13_7	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Resources to expand scope	187	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	420	<b>Mean</b>	233 7=Identifying/receiving additional resources to expand the scope of the curriculum and act
<b>Minimum</b>		<b>Maximum</b>	16
			37 -1/.N=Not Applicable
			1 -8/.D=Don't know

<b>Name</b>	T2A13_8	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Feedback	169	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	420	<b>Mean</b>	251 8=(observing/providing) feedback on the implementation of the curriculum
<b>Minimum</b>		<b>Maximum</b>	16
			37 -1/.N=Not Applicable
			1 -8/.D=Don't know

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T2A13_9			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Other (specify)			407	0=No
<b>Format</b>	Num	<b>Type</b>	Source	13	9=Other
<b>Valid N</b>	420	<b>Mean</b>		16	
<b>Minimum</b>		<b>Maximum</b>		37	-1/.N=Not Applicable
				1	-8/.D=Don't know
<hr/>					
<b>Name</b>	T2A14_1			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Mentor or master teacher			348	0=No
<b>Format</b>	Num	<b>Type</b>	Source	72	1=Mentor or master teacher
<b>Valid N</b>	420	<b>Mean</b>		37	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1	-8/.D=Don't know
				16	SYSMIS/.
<hr/>					
<b>Name</b>	T2A14_2			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Other HS teacher in program			310	0=No
<b>Format</b>	Num	<b>Type</b>	Source	110	2=Other HS teachers in program
<b>Valid N</b>	420	<b>Mean</b>		37	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1	-8/.D=Don't know
				16	SYSMIS/.
<hr/>					
<b>Name</b>	T2A14_3			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Supervisor/ed coordinator			109	0=No
<b>Format</b>	Num	<b>Type</b>	Source	311	3=Supervisor/education coordinator
<b>Valid N</b>	420	<b>Mean</b>		37	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1	-8/.D=Don't know
				16	SYSMIS/.
<hr/>					
<b>Name</b>	T2A14_4			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Staff from other HS program			385	0=No
<b>Format</b>	Num	<b>Type</b>	Source	35	4=Staff from another Head Start program
<b>Valid N</b>	420	<b>Mean</b>		37	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1	-8/.D=Don't know
				16	SYSMIS/.
<hr/>					
<b>Name</b>	T2A14_5			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Staff from curriculum developer			326	0=No
<b>Format</b>	Num	<b>Type</b>	Source	94	5=Staff or consultant(s) from curriculum developers
<b>Valid N</b>	420	<b>Mean</b>		37	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1	-8/.D=Don't know
				16	SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T2A14_6	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Faculty from school of education	397	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	420	<b>Mean</b>	23 6=Faculty from School of Education
<b>Minimum</b>		<b>Maximum</b>	37 -1/.N=Not Applicable
			1 -8/.D=Don't know
			16 SYSMIS/.

<b>Name</b>	T2A14_7	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: HS regional office	357	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	420	<b>Mean</b>	63 7=Head Start regional office T&TA staff
<b>Minimum</b>		<b>Maximum</b>	37 -1/.N=Not Applicable
			1 -8/.D=Don't know
			16 SYSMIS/.

<b>Name</b>	T2A14_8	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Other (specify)	402	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	420	<b>Mean</b>	18 8=Other
<b>Minimum</b>		<b>Maximum</b>	37 -1/.N=Not Applicable
			1 -8/.D=Don't know
			16 SYSMIS/.

<b>Name</b>	T2A15_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Clear guidance on how to plan lessons	229	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	451	<b>Mean</b>	222 1=Provides clear guidance on how to plan lessons/units
<b>Minimum</b>		<b>Maximum</b>	16
			4 -1/.N=Not Applicable
			3 -8/.D=Don't know

<b>Name</b>	T2A15_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Has adequate learning materials	272	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	451	<b>Mean</b>	179 2=Has adequate learning materials/resources/examples of activities
<b>Minimum</b>		<b>Maximum</b>	16
			4 -1/.N=Not Applicable
			3 -8/.D=Don't know

<b>Name</b>	T2A15_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Is easy to use and adapt	230	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	451	<b>Mean</b>	221 3=Is easy to use and adapt
<b>Minimum</b>		<b>Maximum</b>	16
			4 -1/.N=Not Applicable
			3 -8/.D=Don't know

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T2A15_04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Multiple domains of learning	173	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	451	<b>Mean</b>	278 4=Addresses multiple domains of learning (e.g., cognitive, socio-emotional, physical, etc.
<b>Minimum</b>		<b>Maximum</b>	16
			4 -1/.N=Not Applicable
			3 -8/.D=Don't know

<b>Name</b>	T2A15_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Early literacy/numeracy	238	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	451	<b>Mean</b>	213 5=Addresses early literacy and/or numeracy
<b>Minimum</b>		<b>Maximum</b>	16
			4 -1/.N=Not Applicable
			3 -8/.D=Don't know

<b>Name</b>	T2A15_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Involves parents as partners	283	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	451	<b>Mean</b>	168 6=Involves parents as partners in children's learning
<b>Minimum</b>		<b>Maximum</b>	16
			4 -1/.N=Not Applicable
			3 -8/.D=Don't know

<b>Name</b>	T2A15_07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Room for teacher creativity	264	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	451	<b>Mean</b>	187 7=Provides room for teacher creativity
<b>Minimum</b>		<b>Maximum</b>	16
			4 -1/.N=Not Applicable
			3 -8/.D=Don't know

<b>Name</b>	T2A15_08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Culturally sensitive	313	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	451	<b>Mean</b>	138 8=Is culturally sensitive
<b>Minimum</b>		<b>Maximum</b>	16
			4 -1/.N=Not Applicable
			3 -8/.D=Don't know

<b>Name</b>	T2A15_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Developmentally appropriate	228	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	451	<b>Mean</b>	223 9=Is developmentally-appropriate
<b>Minimum</b>		<b>Maximum</b>	16
			4 -1/.N=Not Applicable
			3 -8/.D=Don't know

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T2A15_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Individual child reports for parents	255	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	451	<b>Mean</b>	196 10=Provides individual reports on child assessment for parents
<b>Minimum</b>		<b>Maximum</b>	16
			4 -1/.N=Not Applicable
			3 -8/.D=Don't know
<b>Name</b>	T2A15_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Guidance from child assessment	273	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	451	<b>Mean</b>	178 11=Provides guidance from child assessment to plan for learning activities
<b>Minimum</b>		<b>Maximum</b>	16
			4 -1/.N=Not Applicable
			3 -8/.D=Don't know
<b>Name</b>	T2A15_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Other (specify)	401	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	451	<b>Mean</b>	50 12=Other
<b>Minimum</b>		<b>Maximum</b>	16
			4 -1/.N=Not Applicable
			3 -8/.D=Don't know
<b>Name</b>	T2A16_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: No clear guidance on how to plan lessons	405	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	438	<b>Mean</b>	33 1=Does not provide clear guidance on how to plan lessons/units
<b>Minimum</b>		<b>Maximum</b>	16
			4 -1/.N=Not Applicable
			2 -7/.R=Refused
			14 -8/.D=Don't know
<b>Name</b>	T2A16_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Doesn't have adequate learning materials	392	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	438	<b>Mean</b>	46 2=Does not have adequate learning materials/resources/examples of activities
<b>Minimum</b>		<b>Maximum</b>	16
			4 -1/.N=Not Applicable
			2 -7/.R=Refused
			14 -8/.D=Don't know
<b>Name</b>	T2A16_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Not easy to use & adapt	422	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	438	<b>Mean</b>	16 3=Not easy to use and adapt
<b>Minimum</b>		<b>Maximum</b>	16
			4 -1/.N=Not Applicable
			2 -7/.R=Refused
			14 -8/.D=Don't know

## Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A16_04		Frequency	Code and Description
<b>Label</b>	T2: Doesn't address multiple domains of learning		431	0=No
<b>Format</b>	Num	<b>Type</b>	Source	7 4=Does not address multiple domains of learning (e.g., cognitive, socio-emotional, physical)
<b>Valid N</b>	438	<b>Mean</b>		16
<b>Minimum</b>		<b>Maximum</b>		4 -1/.N=Not Applicable
				2 -7/.R=Refused
				14 -8/.D=Don't know

Name	T2A16_05		Frequency	Code and Description
<b>Label</b>	T2: Not enough info on early literacy/numeracy		412	0=No
<b>Format</b>	Num	<b>Type</b>	Source	26 5=Not enough information on early literacy and/or numeracy
<b>Valid N</b>	438	<b>Mean</b>		16
<b>Minimum</b>		<b>Maximum</b>		4 -1/.N=Not Applicable
				2 -7/.R=Refused
				14 -8/.D=Don't know

Name	T2A16_06		Frequency	Code and Description
<b>Label</b>	T2: Doesn't involve parents as partners		411	0=No
<b>Format</b>	Num	<b>Type</b>	Source	27 6=Does not involve parents as partners in children's learning
<b>Valid N</b>	438	<b>Mean</b>		16
<b>Minimum</b>		<b>Maximum</b>		4 -1/.N=Not Applicable
				2 -7/.R=Refused
				14 -8/.D=Don't know

Name	T2A16_07		Frequency	Code and Description
<b>Label</b>	T2: No room for teacher creativity		403	0=No
<b>Format</b>	Num	<b>Type</b>	Source	35 7=Does not provide room for teacher creativity
<b>Valid N</b>	438	<b>Mean</b>		16
<b>Minimum</b>		<b>Maximum</b>		4 -1/.N=Not Applicable
				2 -7/.R=Refused
				14 -8/.D=Don't know

Name	T2A16_08		Frequency	Code and Description
<b>Label</b>	T2: Not culturally sensitive		415	0=No
<b>Format</b>	Num	<b>Type</b>	Source	23 8=Not culturally sensitive
<b>Valid N</b>	438	<b>Mean</b>		16
<b>Minimum</b>		<b>Maximum</b>		4 -1/.N=Not Applicable
				2 -7/.R=Refused
				14 -8/.D=Don't know

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T2A16_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Not developmentally appropriate	433	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	438	<b>Mean</b>	5 9=Not developmentally-appropriate
<b>Minimum</b>		<b>Maximum</b>	16
			4 -1/.N=Not Applicable
			2 -7/.R=Refused
			14 -8/.D=Don't know
<b>Name</b>	T2A16_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: No individual child reports for parents	418	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	438	<b>Mean</b>	20 10=Does not provide individual reports on child assessment for parents
<b>Minimum</b>		<b>Maximum</b>	16
			4 -1/.N=Not Applicable
			2 -7/.R=Refused
			14 -8/.D=Don't know
<b>Name</b>	T2A16_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: No guidance from child assessment	433	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	438	<b>Mean</b>	5 11=Does not provide guidance from child assessment to plan for learning activities
<b>Minimum</b>		<b>Maximum</b>	16
			4 -1/.N=Not Applicable
			2 -7/.R=Refused
			14 -8/.D=Don't know
<b>Name</b>	T2A16_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Other (specify)	321	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	438	<b>Mean</b>	117 12=Other
<b>Minimum</b>		<b>Maximum</b>	16
			4 -1/.N=Not Applicable
			2 -7/.R=Refused
			14 -8/.D=Don't know
<b>Name</b>	T2A16_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: None (no weaknesses)	298	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	438	<b>Mean</b>	140 13=None (no weaknesses)
<b>Minimum</b>		<b>Maximum</b>	16
			4 -1/.N=Not Applicable
			2 -7/.R=Refused
			14 -8/.D=Don't know
<b>Name</b>	T2A17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Do you have a copy of curriculum?	27	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	454	<b>Mean</b>	427 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -1/.N=Not Applic
			16 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T2A18			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Who makes most decisions?			19	1=Head Start program administrators
<b>Format</b>	Num	<b>Type</b>	Source	17	2=Individual center directors/managers
<b>Valid N</b>	458	<b>Mean</b>		7	3=Content area specialists/coordinators
<b>Minimum</b>		<b>Maximum</b>		411	4=Individual teachers
				2	5=Parents
				2	6=Someone else
				16	SYSMIS/.
<b>Name</b>	T2A19			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Daily written plan?			3	0=No
<b>Format</b>	Num	<b>Type</b>	Source	455	1=Yes
<b>Valid N</b>	458	<b>Mean</b>		16	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	T2A20			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: How much do you use main curriculum?			358	1=A great deal
<b>Format</b>	Num	<b>Type</b>	Source	75	2=somewhat
<b>Valid N</b>	451	<b>Mean</b>		11	3=a little bit
<b>Minimum</b>		<b>Maximum</b>		5	4=hardly at all
				2	5=not at all
				7	-1/.N=Not Applic
				16	SYSMIS/.
<b>Name</b>	T2A21			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: What is main assessment tool			165	1=The Creative Curriculum Developmental Continuum Assessment Toolkit for Ages 3-5
<b>Format</b>	Num	<b>Type</b>	Source	63	2=High/Scope Child Observation Record (COR)
<b>Valid N</b>	457	<b>Mean</b>		34	3=Galileo
<b>Minimum</b>		<b>Maximum</b>		13	4=Ages and Stages Questionnaires:a parent-completed, child-monitoring system
				35	5=Desired Results Developmental Profile (DRDP)
				16	6=Work Sampling System for Head Start
				33	7=Learning Accomplishment Profile Screening (LAP including E-LAP, LAP-R and LAP-D)
				26	9=Brigance Preschool Screen for three and four year old children
				17	10=Assessment designed for this program
				11	11=The Head Start National Reporting System (NRS)
				43	12=Other
				1	13=Do not use a child assessment tool
				1	-8/.D=Don't know
				16	SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A22	Frequency	Code and Description
<b>Label</b>	T2: What methods do you use for these assessments?	118	1=Ratings based on classroom observation or work sampling
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	455	<b>Mean</b>	18 2=Testing with standardized tests or assessment instruments
<b>Minimum</b>		<b>Maximum</b>	318 3=Both observation-based ratings and direct assessment
			1 4=Other
			1 -1/.N=Not Applicable
			2 -8/.D=Don't know
			16 SYSMIS/.

Name	T2A23_1	Frequency	Code and Description
<b>Label</b>	T2: Identify developmental level	114	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	455	<b>Mean</b>	341 1=To identify child's developmental level
<b>Minimum</b>		<b>Maximum</b>	1 -1/.N=Not Applicable
			2 -8/.D=Don't know
			16 SYSMIS/.

Name	T2A23_2	Frequency	Code and Description
<b>Label</b>	T2: Individualize activities for child	59	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	455	<b>Mean</b>	396 2=To individualize activities for child
<b>Minimum</b>		<b>Maximum</b>	1 -1/.N=Not Applicable
			2 -8/.D=Don't know
			16 SYSMIS/.

Name	T2A23_3	Frequency	Code and Description
<b>Label</b>	T2: Determine if child needs special services	203	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	455	<b>Mean</b>	252 3=To determine if child needs referral for special services
<b>Minimum</b>		<b>Maximum</b>	1 -1/.N=Not Applicable
			2 -8/.D=Don't know
			16 SYSMIS/.

Name	T2A23_4	Frequency	Code and Description
<b>Label</b>	T2: Determine strenghts/weaknesses	110	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	455	<b>Mean</b>	345 4=To determine child's strengths and weaknesses
<b>Minimum</b>		<b>Maximum</b>	1 -1/.N=Not Applicable
			2 -8/.D=Don't know
			16 SYSMIS/.

Name	T2A23_5	Frequency	Code and Description
<b>Label</b>	T2: Identify activities to do at home	244	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	455	<b>Mean</b>	211 5=To identify activities for parents to do with the child at home
<b>Minimum</b>		<b>Maximum</b>	1 -1/.N=Not Applicable
			2 -8/.D=Don't know
			16 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T2A23_6	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Other-specify	448	0=No
<b>Format</b>	Num	<b>Type</b>	6 6=Other
<b>Valid N</b>	454	<b>Mean</b>	1 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 2 -8/.D=Don't know 16 SYSMIS/.
<b>Name</b>	T2A24	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Any changes in classroom because of NRS reports	199	1=Yes
<b>Format</b>	Num	<b>Type</b>	120 2=No, I have seen the report but not made any changes
<b>Valid N</b>	454	<b>Mean</b>	135 3=No, haven't seen reports
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know 16 SYSMIS/.
<b>Name</b>	T2A25a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Increased focus on letter naming activities	17	0=No
<b>Format</b>	Num	<b>Type</b>	182 1=Yes
<b>Valid N</b>	199	<b>Mean</b>	255 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know 16 SYSMIS/.
<b>Name</b>	T2A25b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Increased focus on literacy and reading	18	0=No
<b>Format</b>	Num	<b>Type</b>	181 1=Yes
<b>Valid N</b>	199	<b>Mean</b>	255 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know 16 SYSMIS/.
<b>Name</b>	T2A25c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Increased focus on counting and number recognition	15	0=No
<b>Format</b>	Num	<b>Type</b>	184 1=Yes
<b>Valid N</b>	199	<b>Mean</b>	255 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know 16 SYSMIS/.
<b>Name</b>	T2A25d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Increased focus on math skills	23	0=No
<b>Format</b>	Num	<b>Type</b>	176 1=Yes
<b>Valid N</b>	199	<b>Mean</b>	255 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know 16 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T2A25e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Purchased classroom materials			46	0=No
<b>Format</b>	Num	<b>Type</b>	Source	153	1=Yes
<b>Valid N</b>	199	<b>Mean</b>		255	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		4	-8/.D=Don't know
				16	SYSMIS/.
<b>Name</b>	T2A25f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Purchased books/literacy materials			33	0=No
<b>Format</b>	Num	<b>Type</b>	Source	166	1=Yes
<b>Valid N</b>	199	<b>Mean</b>		255	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		4	-8/.D=Don't know
				16	SYSMIS/.
<b>Name</b>	T2A25g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Encouraged parents to supplement learning at home			13	0=No
<b>Format</b>	Num	<b>Type</b>	Source	186	1=Yes
<b>Valid N</b>	199	<b>Mean</b>		255	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		4	-8/.D=Don't know
				16	SYSMIS/.
<b>Name</b>	T2A25h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Anything else			171	0=No
<b>Format</b>	Num	<b>Type</b>	Source	28	1=Yes
<b>Valid N</b>	199	<b>Mean</b>		255	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		4	-8/.D=Don't know
				16	SYSMIS/.
<b>Name</b>	T2A26			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Mentor in classroom			115	0=No
<b>Format</b>	Num	<b>Type</b>	Source	342	1=Yes
<b>Valid N</b>	457	<b>Mean</b>		1	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		16	SYSMIS/.
<b>Name</b>	T2A27			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Who is the mentor			23	1=Another teacher
<b>Format</b>	Num	<b>Type</b>	Source	200	2=Education coordinator, specialist
<b>Valid N</b>	342	<b>Mean</b>		83	3=Center/program director
<b>Minimum</b>		<b>Maximum</b>		15	4=Someone from outside the program
				21	5=Other
				115	-1/.N=Not Applicable
				1	-8/.D=Don't know
				16	SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

Name	T2A28		Frequency	Code and Description
Label	T2: Concentrated visit		79	0=No concentrated visit-less than a day
Format	Num	Type	Source	10 1=lasted an entire week
Valid N	341	Mean		5 2=lasted an entire month
Minimum		Maximum		247 3=visit was for a day or two at a time
				115 -1/.N=Not Applicable
				1 -7/.R=Refused
				1 -8/.D=Don't know
				16 SYSMIS/.

Name	T2A29		Frequency	Code and Description
Label	T2: How often mentor comes to class		125	1=Once a week
Format	Num	Type	Source	50 2=Once every two weeks
Valid N	340	Mean		99 3=Once a month
Minimum		Maximum		66 4=Less than once a month
				115 -1/.N=Not Applicable
				1 -7/.R=Refused
				2 -8/.D=Don't know
				16 SYSMIS/.

Name	T2A30		Frequency	Code and Description
Label	T2: Observed your mentor		10	0=No
Format	Num	Type	Source	5 1=Yes
Valid N	15	Mean		441 -1/.N=Not Applic
Minimum		Maximum		1 -7/.R=Refused
				1 -8/.D=Don't know
				16 SYSMIS/.

Name	T2A31		Frequency	Code and Description
Label	T2: Acted mentor for other teachers		265	0=No
Format	Num	Type	Source	190 1=Yes
Valid N	455	Mean		3 -8/.D=Don't know
Minimum		Maximum		16 SYSMIS/.

Name	T2A32		Frequency	Code and Description
Label	T2: Participated in training/TA sessions		304	0=No
Format	Num	Type	Source	149 1=Yes
Valid N	453	Mean		5 -8/.D=Don't know
Minimum		Maximum		16 SYSMIS/.

**Codebook for Classroom/Teacher-Level PUF, continued**

<b>Name</b>	T2A33			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: How many children are absent			23	1=None
<b>Format</b>	Num	<b>Type</b>	Source	324	2=One or two
<b>Valid N</b>	457	<b>Mean</b>		94	3=Three or four
<b>Minimum</b>		<b>Maximum</b>		15	4=Five or six
				1	5=Seven or more
				1	-9/.M=Missing
				16	SYSMIS/.
<b>Name</b>	T2A34			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Number children consistently absent			162	1=None
<b>Format</b>	Num	<b>Type</b>	Source	252	2=One or two
<b>Valid N</b>	457	<b>Mean</b>		43	3=Three or four
<b>Minimum</b>		<b>Maximum</b>		1	-9/.M=Missing
				16	SYSMIS/.
<b>Name</b>	T2A35			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: How would you rate behavior			9	1=Grp misbehaves very frequently/almost always difficult to handle
<b>Format</b>	Num	<b>Type</b>	Source	41	2=The group misbehaves frequently and is often difficult to handle
<b>Valid N</b>	457	<b>Mean</b>		207	3=The group misbehaves occasionally
<b>Minimum</b>		<b>Maximum</b>		161	4=The group behaves well
				39	5=The group behaves exceptionally well
				1	-9/.M=Missing
				16	SYSMIS/.
<b>Name</b>	T2A36a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Equipment available-television			16	1=In class
<b>Format</b>	Num	<b>Type</b>	Source	26	2=In center
<b>Valid N</b>	59	<b>Mean</b>		17	3=Not available
<b>Minimum</b>		<b>Maximum</b>		397	-1/.N=Not Applic
				1	-8/.D=Don't know
				1	-9/.M=Missing
				16	SYSMIS/.
<b>Name</b>	T2A36b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Equipment available-computer for children			43	1=In class
<b>Format</b>	Num	<b>Type</b>	Source	6	2=In center
<b>Valid N</b>	59	<b>Mean</b>		10	3=Not available
<b>Minimum</b>		<b>Maximum</b>		397	-1/.N=Not Applic
				1	-8/.D=Don't know
				1	-9/.M=Missing
				16	SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T2A36c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Equipment available-computer for you	29	1=In class
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	59	<b>Mean</b>	28 2=In center
<b>Minimum</b>		<b>Maximum</b>	2 3=Not available
			397 -1/.N=Not Applic
			1 -8/.D=Don't know
			1 -9/.M=Missing
			16 SYSMIS/.

<b>Name</b>	T2A36d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Equipment available-DVD or VCR	33	1=In class
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	59	<b>Mean</b>	18 2=In center
<b>Minimum</b>		<b>Maximum</b>	8 3=Not available
			397 -1/.N=Not Applic
			1 -8/.D=Don't know
			1 -9/.M=Missing
			16 SYSMIS/.

<b>Name</b>	T2A37a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Time watching TV programs	440	1=Less than one hour
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	457	<b>Mean</b>	12 2=1 - 2 hours
<b>Minimum</b>		<b>Maximum</b>	5 3=3 - 4 hours
			1 -9/.M=Missing
			16 SYSMIS/.

<b>Name</b>	T2A37b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Time watching movies, videos, DVDs	428	1=Less than one hour
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	456	<b>Mean</b>	23 2=1 - 2 hours
<b>Minimum</b>		<b>Maximum</b>	5 3=3 - 4 hours
			1 -8/.D=Don't know
			1 -9/.M=Missing
			16 SYSMIS/.

<b>Name</b>	T2A37c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Time playing computer games	212	1=Less than one hour
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	456	<b>Mean</b>	95 2=1 - 2 hours
<b>Minimum</b>		<b>Maximum</b>	69 3=3 - 4 hours
			52 4=5 - 9 hours
			28 5=10 or more hours
			1 -8/.D=Don't know
			1 -9/.M=Missing
			16 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T2A37d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Time playing video games			447	1=Less than one hour
<b>Format</b>	Num	<b>Type</b>	Source	4	2=1 - 2 hours
<b>Valid N</b>	453	<b>Mean</b>		2	4=5 - 9 hours
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				3	-8/.D=Don't know
				1	-9/.M=Missing
				16	SYSMIS/.

<b>Name</b>	T2A37e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Time using computer for other purposes			414	1=Less than one hour
<b>Format</b>	Num	<b>Type</b>	Source	23	2=1 - 2 hours
<b>Valid N</b>	454	<b>Mean</b>		10	3=3 - 4 hours
<b>Minimum</b>		<b>Maximum</b>		5	4=5 - 9 hours
				2	5=10 or more hours
				3	-8/.D=Don't know
				1	-9/.M=Missing
				16	SYSMIS/.

<b>Name</b>	T2A38			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Have outdoor playground			20	0=No
<b>Format</b>	Num	<b>Type</b>	Source	437	1=Yes
<b>Valid N</b>	457	<b>Mean</b>		1	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>		16	SYSMIS/.

<b>Name</b>	T2A38A			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Minutes/day spent outside			456	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1	-8/.D=Don't know
<b>Valid N</b>	456	<b>Mean</b>	37.42	1	-9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	180	16	SYSMIS/.

<b>Name</b>	T2A39			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Are any drinks served			13	0=No
<b>Format</b>	Num	<b>Type</b>	Source	444	1=Yes
<b>Valid N</b>	457	<b>Mean</b>		1	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>		16	SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T2A40	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: How many times drank 100% fruit juice	6	1=four or more times a day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	442	<b>Mean</b>	56 2=two to three times a day
<b>Minimum</b>		<b>Maximum</b>	127 3=once a day
			57 4=almost every day
			133 5=1 to 3 times during the past 7 days
			63 6=they did not drink these beverages
			13 -1/.N=Not Applicable
			2 -8/.D=Don't know
			1 -9/.M=Missing
			16 SYSMIS/.
<b>Name</b>	T2A41	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: How many times drank soda	2	1=four or more times a day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	444	<b>Mean</b>	5 5=1 to 3 times during the past 7 days
<b>Minimum</b>		<b>Maximum</b>	437 6=they did not drink these beverages
			13 -1/.N=Not Applicable
			1 -9/.M=Missing
			16 SYSMIS/.
<b>Name</b>	T2A42_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Document concern on special form	130	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	457	<b>Mean</b>	327 1=Document concern on a special report form
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			16 SYSMIS/.
<b>Name</b>	T2A42_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Notify your program director	91	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	457	<b>Mean</b>	366 2=Notify your program director/disabilities coordinator/education coordinator
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			16 SYSMIS/.
<b>Name</b>	T2A42_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Local specialist to observe	205	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	457	<b>Mean</b>	252 3=Arrange for a local specialist to observe and evaluate
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			16 SYSMIS/.
<b>Name</b>	T2A42_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Conference with parents	176	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	457	<b>Mean</b>	281 4=Arrange a conference with parents to share the information and concerns
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			16 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T2A42_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Help develop an IEP or similar plan	237	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	457	<b>Mean</b>	220 5=Participate in developing an individualized educational plan (IEP) or similar type plan
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know 16 SYSMIS/.
<b>Name</b>	T2A42_6	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Monitor/record the child's progress/activities	248	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	457	<b>Mean</b>	209 6=Monitor and record the child's progress and activities according to the iep
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know 16 SYSMIS/.
<b>Name</b>	T2A42_7	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Other (specify)	448	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	457	<b>Mean</b>	9 7=Other
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know 16 SYSMIS/.
<b>Name</b>	T2A43	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Spec ed. Specialist feedback	121	1=Written report describing child's specific needs
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	453	<b>Mean</b>	40 2=Oral advice only
<b>Minimum</b>		<b>Maximum</b>	287 3=Both written and oral 5 4=Other 5 -8/.D=Don't know 16 SYSMIS/.
<b>Name</b>	T2A44	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: How often meet with parents	17	0=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	453	<b>Mean</b>	50 1=No children with special needs in class
<b>Minimum</b>		<b>Maximum</b>	38 2=Once every 6 months or more 145 3=Once every 2 to 6 months 85 4=Once a month 118 5=More than once a month 5 -8/.D=Don't know 16 SYSMIS/.
<b>Name</b>	T2A45a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Schedule of reg provider conference	9	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	455	<b>Mean</b>	446 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -8/.D=Don't know 16 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T2A45b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Conference to follow your own review	24	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	455	<b>Mean</b>	3 -8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>	16 SYSMIS/.
<b>Name</b>	T2A45c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Conference at least twice a year	2	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	455	<b>Mean</b>	3 -8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>	16 SYSMIS/.
<b>Name</b>	T2A45d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Keep written notes from conference	4	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	455	<b>Mean</b>	3 -8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>	16 SYSMIS/.
<b>Name</b>	T2B01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Days to respond to parents	457	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	457	<b>Mean</b>	1.07
<b>Minimum</b>	0	<b>Maximum</b>	11
<b>Name</b>	T2B02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Number of home visits	454	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	454	<b>Mean</b>	2.19
<b>Minimum</b>	0	<b>Maximum</b>	12
<b>Name</b>	T2B03a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: I enjoy my present teaching job	12	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	458	<b>Mean</b>	17 3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>	148 4=Agree
			275 5=Strongly Agree
			16 SYSMIS/.
<b>Name</b>	T2B03b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Make a difference to children	6	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	456	<b>Mean</b>	132 4=Agree
<b>Minimum</b>		<b>Maximum</b>	315 5=Strongly Agree
			2 -8/.D=Don't know
			16 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

Name	T2B03c		Frequency	Code and Description
<b>Label</b>	T2: Start over, choose teaching		12	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	19 2=Disagree
<b>Valid N</b>	458	<b>Mean</b>		24 3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		110 4=Agree
				293 5=Strongly Agree
				16 SYSMIS/.

Name	T2B04a		Frequency	Code and Description
<b>Label</b>	T2: Teachers feel good about jobs		15	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	67 2=Disagree
<b>Valid N</b>	456	<b>Mean</b>		86 3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		202 4=Agree
				86 5=Strongly Agree
				2 -8/.D=Don't know
				16 SYSMIS/.

Name	T2B04b		Frequency	Code and Description
<b>Label</b>	T2: Promotes teamwork among teachers		10	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	35 2=Disagree
<b>Valid N</b>	457	<b>Mean</b>		49 3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		233 4=Agree
				130 5=Strongly Agree
				1 -8/.D=Don't know
				16 SYSMIS/.

Name	T2B04c		Frequency	Code and Description
<b>Label</b>	T2: Teachers feel part of team		11	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	48 2=Disagree
<b>Valid N</b>	457	<b>Mean</b>		60 3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		224 4=Agree
				114 5=Strongly Agree
				1 -8/.D=Don't know
				16 SYSMIS/.

Name	T2B04d		Frequency	Code and Description
<b>Label</b>	T2: Teachers don't feel isolated		14	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	57 2=Disagree
<b>Valid N</b>	458	<b>Mean</b>		88 3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		202 4=Agree
				97 5=Strongly Agree
				16 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

Name	T2B04e	Frequency	Code and Description
<b>Label</b>	T2: Assistance to teachers	29	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	456	<b>Mean</b>	108 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	58 3=Neither Agree nor Disagree
			185 4=Agree
			76 5=Strongly Agree
			2 -8/.D=Don't know
			16 SYSMIS/.

Name	T2B04f	Frequency	Code and Description
<b>Label</b>	T2: Orientation to new teachers	21	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	455	<b>Mean</b>	46 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	51 3=Neither Agree nor Disagree
			210 4=Agree
			127 5=Strongly Agree
			3 -8/.D=Don't know
			16 SYSMIS/.

Name	T2B04g	Frequency	Code and Description
<b>Label</b>	T2: Helps new teachers adjust	15	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	454	<b>Mean</b>	82 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	85 3=Neither Agree nor Disagree
			196 4=Agree
			76 5=Strongly Agree
			4 -8/.D=Don't know
			16 SYSMIS/.

Name	T2B04h	Frequency	Code and Description
<b>Label</b>	T2: Knows what teachers deal with	39	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	458	<b>Mean</b>	83 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	81 3=Neither Agree nor Disagree
			179 4=Agree
			76 5=Strongly Agree
			16 SYSMIS/.

Name	T2B04i	Frequency	Code and Description
<b>Label</b>	T2: Timely delivery of materials	23	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	456	<b>Mean</b>	84 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	66 3=Neither Agree nor Disagree
			209 4=Agree
			74 5=Strongly Agree
			2 -8/.D=Don't know
			16 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

Name	T2B04j	Frequency	Code and Description
<b>Label</b>	T2: Teachers identify strengths/weaknesses	9	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	456	<b>Mean</b>	38 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	59 3=Neither Agree nor Disagree
			254 4=Agree
			96 5=Strongly Agree
			2 -8/.D=Don't know
			16 SYSMIS/.

Name	T2B04k	Frequency	Code and Description
<b>Label</b>	T2: Atmosphere free from gossip	40	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	458	<b>Mean</b>	95 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	93 3=Neither Agree nor Disagree
			175 4=Agree
			55 5=Strongly Agree
			16 SYSMIS/.

Name	T2B04l	Frequency	Code and Description
<b>Label</b>	T2: Freedom for teachers	14	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	458	<b>Mean</b>	41 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	34 3=Neither Agree nor Disagree
			216 4=Agree
			153 5=Strongly Agree
			16 SYSMIS/.

Name	T2B04m	Frequency	Code and Description
<b>Label</b>	T2: Guidelines for ordering classroom materials	15	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	456	<b>Mean</b>	41 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	52 3=Neither Agree nor Disagree
			237 4=Agree
			111 5=Strongly Agree
			2 -8/.D=Don't know
			16 SYSMIS/.

Name	T2B05	Frequency	Code and Description
<b>Label</b>	T2: Continue working for HS next year	314	1=Very likely
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	458	<b>Mean</b>	90 2=Somewhat likely
<b>Minimum</b>		<b>Maximum</b>	28 3=Somewhat unlikely
			26 4=Very unlikely
			16 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

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<b>Name</b>	T2B06a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Responsive to individual differences			1	2=Disagree
<b>Format</b>	Num	<b>Type</b>	Source	1	3=Neither Agree nor Disagree
<b>Valid N</b>	89	<b>Mean</b>		38	4=Agree
<b>Minimum</b>		<b>Maximum</b>		49	5=Strongly Agree
				357	-1/.N=Not Applicable
				12	-9/.M=Missing
				16	SYSMIS/.

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<b>Name</b>	T2B06b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Area taught as separate subject			3	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	34	2=Disagree
<b>Valid N</b>	89	<b>Mean</b>		16	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		29	4=Agree
				7	5=Strongly Agree
				357	-1/.N=Not Applicable
				12	-9/.M=Missing
				16	SYSMIS/.

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<b>Name</b>	T2B06c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Child select own activities			3	2=Disagree
<b>Format</b>	Num	<b>Type</b>	Source	1	3=Neither Agree nor Disagree
<b>Valid N</b>	89	<b>Mean</b>		42	4=Agree
<b>Minimum</b>		<b>Maximum</b>		43	5=Strongly Agree
				357	-1/.N=Not Applicable
				12	-9/.M=Missing
				16	SYSMIS/.

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<b>Name</b>	T2B06d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Child allowed to cut own shapes			3	2=Disagree
<b>Format</b>	Num	<b>Type</b>	Source	4	3=Neither Agree nor Disagree
<b>Valid N</b>	89	<b>Mean</b>		36	4=Agree
<b>Minimum</b>		<b>Maximum</b>		46	5=Strongly Agree
				357	-1/.N=Not Applicable
				12	-9/.M=Missing
				16	SYSMIS/.

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**Codebook for Classroom/Teacher-Level PUF, continued**

<b>Name</b>	T2B06e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Child work silently and alone			25	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	41	2=Disagree
<b>Valid N</b>	89	<b>Mean</b>		10	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		11	4=Agree
				2	5=Strongly Agree
				357	-1/.N=Not Applicable
				12	-9/.M=Missing
				16	SYSMIS/.

<b>Name</b>	T2B06f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Learn through active explorations			4	2=Disagree
<b>Format</b>	Num	<b>Type</b>	Source	28	4=Agree
<b>Valid N</b>	89	<b>Mean</b>		57	5=Strongly Agree
<b>Minimum</b>		<b>Maximum</b>		357	-1/.N=Not Applicable
				12	-9/.M=Missing
				16	SYSMIS/.

<b>Name</b>	T2B06g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Treats for appropriate behavior			13	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	22	2=Disagree
<b>Valid N</b>	89	<b>Mean</b>		17	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		30	4=Agree
				7	5=Strongly Agree
				357	-1/.N=Not Applicable
				12	-9/.M=Missing
				16	SYSMIS/.

<b>Name</b>	T2B06h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Punishment encourages behavior			47	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	35	2=Disagree
<b>Valid N</b>	89	<b>Mean</b>		2	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		1	4=Agree
				4	5=Strongly Agree
				357	-1/.N=Not Applicable
				12	-9/.M=Missing
				16	SYSMIS/.

**Codebook for Classroom/Teacher-Level PUF, continued**

<b>Name</b>	T2B06i			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Child involved in rules for group			3	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	3	2=Disagree
<b>Valid N</b>	89	<b>Mean</b>		4	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		45	4=Agree
				34	5=Strongly Agree
				357	-1/.N=Not Applicable
				12	-9/.M=Missing
				16	SYSMIS/.

<b>Name</b>	T2B06j			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Child recognize single letters			2	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	19	2=Disagree
<b>Valid N</b>	89	<b>Mean</b>		10	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		40	4=Agree
				18	5=Strongly Agree
				357	-1/.N=Not Applicable
				12	-9/.M=Missing
				16	SYSMIS/.

<b>Name</b>	T2B06k			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Child to color within lines			25	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	31	2=Disagree
<b>Valid N</b>	89	<b>Mean</b>		11	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		17	4=Agree
				5	5=Strongly Agree
				357	-1/.N=Not Applicable
				12	-9/.M=Missing
				16	SYSMIS/.

<b>Name</b>	T2B06l			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Child learn to form letters			15	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	34	2=Disagree
<b>Valid N</b>	89	<b>Mean</b>		9	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		25	4=Agree
				6	5=Strongly Agree
				357	-1/.N=Not Applicable
				12	-9/.M=Missing
				16	SYSMIS/.

**Codebook for Classroom/Teacher-Level PUF, continued**

<b>Name</b>	T2B06m			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Child dictate story to teacher			1	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	3	2=Disagree
<b>Valid N</b>	89	<b>Mean</b>		5	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		52	4=Agree
				28	5=Strongly Agree
				357	-1/.N=Not Applicable
				12	-9/.M=Missing
				16	SYSMIS/.

<b>Name</b>	T2B06n			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Know letter sounds before read			2	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	7	2=Disagree
<b>Valid N</b>	89	<b>Mean</b>		9	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		44	4=Agree
				27	5=Strongly Agree
				357	-1/.N=Not Applicable
				12	-9/.M=Missing
				16	SYSMIS/.

<b>Name</b>	T2B06o			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Form letters before story			21	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	48	2=Disagree
<b>Valid N</b>	89	<b>Mean</b>		4	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		15	4=Agree
				1	5=Strongly Agree
				357	-1/.N=Not Applicable
				12	-9/.M=Missing
				16	SYSMIS/.

<b>Name</b>	T2B07			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Received degree since last fall			316	0=No
<b>Format</b>	Num	<b>Type</b>	Source	46	1=Yes
<b>Valid N</b>	362	<b>Mean</b>		95	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-9/.M=Missing
				16	SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

Name	T2B08		Frequency	Code and Description
Label	T2: What type of degree		6	1=Child Development Associate (CDA) degree program
Format	Num	Type	Source	
Valid N	46	Mean		2 2=Teaching certificate
Minimum		Maximum		9 4=Bachelor's degree
				1 5=Graduate degree (Master's or Ph.D or Ed.D.)
				17 6=Other
				11 7=Associate's degree
				411 -1/.N=Not Applicable
				1 -9/.M=Missing
				16 SYSMIS/.

Name	T2C01a		Frequency	Code and Description
Label	T2: Bothered by things that don't usually bother you		268	1=Rarely or never
Format	Num	Type	Source	
Valid N	458	Mean		109 2=Some or a little
Minimum		Maximum		71 3=Occasionally or moderately
				10 4=Most or all of the time
				16 SYSMIS/.

Name	T2C01b		Frequency	Code and Description
Label	T2: Poor appetite		366	1=Rarely or never
Format	Num	Type	Source	
Valid N	458	Mean		58 2=Some or a little
Minimum		Maximum		27 3=Occasionally or moderately
				7 4=Most or all of the time
				16 SYSMIS/.

Name	T2C01c		Frequency	Code and Description
Label	T2: Couldn't shake off blues		385	1=Rarely or never
Format	Num	Type	Source	
Valid N	458	Mean		41 2=Some or a little
Minimum		Maximum		24 3=Occasionally or moderately
				8 4=Most or all of the time
				16 SYSMIS/.

Name	T2C01d		Frequency	Code and Description
Label	T2: Trouble keeping mind on task		312	1=Rarely or never
Format	Num	Type	Source	
Valid N	458	Mean		108 2=Some or a little
Minimum		Maximum		31 3=Occasionally or moderately
				7 4=Most or all of the time
				16 SYSMIS/.

Name	T2C01e		Frequency	Code and Description
Label	T2: Depressed		392	1=Rarely or never
Format	Num	Type	Source	
Valid N	458	Mean		48 2=Some or a little
Minimum		Maximum		15 3=Occasionally or moderately
				3 4=Most or all of the time
				16 SYSMIS/.

**Codebook for Classroom/Teacher-Level PUF, continued**

<b>Name</b>	T2C01f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Everything you did was an effort			263	1=Rarely or never
<b>Format</b>	Num	<b>Type</b>	Source	99	2=Some or a little
<b>Valid N</b>	458	<b>Mean</b>		45	3=Occasionally or moderately
<b>Minimum</b>		<b>Maximum</b>		51	4=Most or all of the time
				16	SYSMIS/.
<b>Name</b>	T2C01g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Fearful			420	1=Rarely or never
<b>Format</b>	Num	<b>Type</b>	Source	29	2=Some or a little
<b>Valid N</b>	458	<b>Mean</b>		9	3=Occasionally or moderately
<b>Minimum</b>		<b>Maximum</b>		16	SYSMIS/.
<b>Name</b>	T2C01h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Restless sleep			264	1=Rarely or never
<b>Format</b>	Num	<b>Type</b>	Source	124	2=Some or a little
<b>Valid N</b>	458	<b>Mean</b>		47	3=Occasionally or moderately
<b>Minimum</b>		<b>Maximum</b>		23	4=Most or all of the time
				16	SYSMIS/.
<b>Name</b>	T2C01i			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Talked less than usual			374	1=Rarely or never
<b>Format</b>	Num	<b>Type</b>	Source	60	2=Some or a little
<b>Valid N</b>	458	<b>Mean</b>		20	3=Occasionally or moderately
<b>Minimum</b>		<b>Maximum</b>		4	4=Most or all of the time
				16	SYSMIS/.
<b>Name</b>	T2C01j			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Lonely			405	1=Rarely or never
<b>Format</b>	Num	<b>Type</b>	Source	38	2=Some or a little
<b>Valid N</b>	458	<b>Mean</b>		13	3=Occasionally or moderately
<b>Minimum</b>		<b>Maximum</b>		2	4=Most or all of the time
				16	SYSMIS/.
<b>Name</b>	T2C01k			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Sad			361	1=Rarely or never
<b>Format</b>	Num	<b>Type</b>	Source	82	2=Some or a little
<b>Valid N</b>	458	<b>Mean</b>		11	3=Occasionally or moderately
<b>Minimum</b>		<b>Maximum</b>		4	4=Most or all of the time
				16	SYSMIS/.
<b>Name</b>	T2C01l			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Couldn't get going			325	1=Rarely or never
<b>Format</b>	Num	<b>Type</b>	Source	93	2=Some or a little
<b>Valid N</b>	458	<b>Mean</b>		33	3=Occasionally or moderately
<b>Minimum</b>		<b>Maximum</b>		7	4=Most or all of the time
				16	SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T2D01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: How many yrs teaching	89	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	11.25
<b>Minimum</b>	1	<b>Maximum</b>	30
			357 -1/.N=Not Applicable
			12 -9/.M=Missing
			16 SYSMIS/.
<b>Name</b>	T2D02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Number those yrs teaching HS	89	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	7.44
<b>Minimum</b>	0	<b>Maximum</b>	30
			357 -1/.N=Not Applicable
			12 -9/.M=Missing
			16 SYSMIS/.
<b>Name</b>	T2D02A	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Year started at this HS	89	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	2000.16
<b>Minimum</b>	1980	<b>Maximum</b>	2007
			357 -1/.N=Not Applicable
			12 -9/.M=Missing
			16 SYSMIS/.
<b>Name</b>	T2D03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Any children who attend HS now	79	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	10 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
			357 -1/.N=Not Applic
			12 -9/.M=Missing
			16 SYSMIS/.
<b>Name</b>	T2D04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Any child in past attend HS	54	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	79	<b>Mean</b>	25 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
			367 -1/.N=Not Applic
			12 -9/.M=Missing
			16 SYSMIS/.
<b>Name</b>	T2D05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Highest grade of school completed	2	2=9th to 11th grade
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	9 4=High school diploma/equivalent
<b>Minimum</b>		<b>Maximum</b>	14 7=Some college but no degree
			30 8=Associate's degree
			27 9=Bachelor's degree
			1 10=Graduate/professional schl, no degree
			6 11=Master's degree (MA, MS)
			357 -1/.N=Not Applicable
			12 -9/.M=Missing
			16 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

Name	T2D06	Frequency	Code and Description
<b>Label</b>	T2: What field is your highest degree	16	1=Child development or developmental psychology
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	64	<b>Mean</b>	22 2=Early childhood education
<b>Minimum</b>		<b>Maximum</b>	10 3=Elementary education
			2 4=Special education
			14 5=Other field
			382 -1/.N=Not Applicable
			12 -9/.M=Missing
			16 SYSMIS/.

Name	T2D07	Frequency	Code and Description
<b>Label</b>	T2: Field include early childhood education	4	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	78	<b>Mean</b>	74 1=Yes
<b>Minimum</b>		<b>Maximum</b>	368 -1/.N=Not Applic
			12 -9/.M=Missing
			16 SYSMIS/.

Name	T2D08	Frequency	Code and Description
<b>Label</b>	T2: Completed courses in ECE since degree	4	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	4	<b>Mean</b>	442 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	12 -9/.M=Missing
			16 SYSMIS/.

Name	T2D11	Frequency	Code and Description
<b>Label</b>	T2: Do you have a CDA credential	38	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	51 1=Yes
<b>Minimum</b>		<b>Maximum</b>	357 -1/.N=Not Applic
			12 -9/.M=Missing
			16 SYSMIS/.

Name	T2D12	Frequency	Code and Description
<b>Label</b>	T2: Have state-awarded preschool certificate	64	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	25 1=Yes
<b>Minimum</b>		<b>Maximum</b>	357 -1/.N=Not Applic
			12 -9/.M=Missing
			16 SYSMIS/.

Name	T2D13	Frequency	Code and Description
<b>Label</b>	T2: Have teaching certificate or license	47	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	88	<b>Mean</b>	41 1=Yes
<b>Minimum</b>		<b>Maximum</b>	357 -1/.N=Not Applic
			1 -8/.D=Don't know
			12 -9/.M=Missing
			16 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T2D14			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Enrolled in teacher-related training			53	0=No
<b>Format</b>	Num	<b>Type</b>	Source	36	1=Yes
<b>Valid N</b>	89	<b>Mean</b>		357	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		12	-9/.M=Missing
				16	SYSMIS/.
<b>Name</b>	T2D15			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: What kind of training enrolled in			7	1=Child Development Associate (CDA) degree program
<b>Format</b>	Num	<b>Type</b>	Source	3	2=Teaching certificate
<b>Valid N</b>	36	<b>Mean</b>		2	3=Special education teaching degree
<b>Minimum</b>		<b>Maximum</b>		12	4=Bachelor's degree
				2	5=Graduate degree (Master's or Ph.D or Ed.D.)
				10	6=Other
				410	-1/.N=Not Applicable
				12	-9/.M=Missing
				16	SYSMIS/.
<b>Name</b>	T2D16a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Paid vacation time			32	0=No
<b>Format</b>	Num	<b>Type</b>	Source	57	1=Yes
<b>Valid N</b>	89	<b>Mean</b>		357	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		12	-9/.M=Missing
				16	SYSMIS/.
<b>Name</b>	T2D16b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Paid sick leave			7	0=No
<b>Format</b>	Num	<b>Type</b>	Source	82	1=Yes
<b>Valid N</b>	89	<b>Mean</b>		357	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		12	-9/.M=Missing
				16	SYSMIS/.
<b>Name</b>	T2D16c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Paid maternity/paternity leave			22	0=No
<b>Format</b>	Num	<b>Type</b>	Source	46	1=Yes
<b>Valid N</b>	68	<b>Mean</b>		357	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		21	-8/.D=Don't know
				12	-9/.M=Missing
				16	SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T2D16d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Unpaid maternity/paternity leave	24	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	58	<b>Mean</b>	357 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	31 -8/.D=Don't know 12 -9/.M=Missing 16 SYSMIS/.

<b>Name</b>	T2D16e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Paid family leave	31	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	78	<b>Mean</b>	357 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	11 -8/.D=Don't know 12 -9/.M=Missing 16 SYSMIS/.

<b>Name</b>	T2D16f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Paid health insurance	8	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	357 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	12 -9/.M=Missing 16 SYSMIS/.

<b>Name</b>	T2D16g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Paid dental insurance	20	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	87	<b>Mean</b>	357 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know 12 -9/.M=Missing 16 SYSMIS/.

<b>Name</b>	T2D16h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Tuition reimbursement	21	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	78	<b>Mean</b>	357 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	11 -8/.D=Don't know 12 -9/.M=Missing 16 SYSMIS/.

<b>Name</b>	T2D16i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Retirement plan	11	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	88	<b>Mean</b>	357 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know 12 -9/.M=Missing 16 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

Name	T2D17	Frequency	Code and Description
<b>Label</b>	T2: Annual salary	79	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	79	<b>Mean</b>	24088.61
<b>Minimum</b>	9000	<b>Maximum</b>	50000
			357 -1/.N=Not Applicable
			4 -7/.R=Refused
			6 -8/.D=Don't know
			12 -9/.M=Missing
			16 SYSMIS/.

Name	T2D18hrs	Frequency	Code and Description
<b>Label</b>	T2: Hours/week does salary cover	87	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	87	<b>Mean</b>	38.40
<b>Minimum</b>	30	<b>Maximum</b>	40
			357 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			12 -9/.M=Missing
			16 SYSMIS/.

Name	T2D18min	Frequency	Code and Description
<b>Label</b>	T2: Minutes/week does salary cover	87	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	87	<b>Mean</b>	1.74
<b>Minimum</b>	0	<b>Maximum</b>	30
			357 -1/.N=Not Applicable
			1 -7/.R=Refused
			13 -9/.M=Missing
			16 SYSMIS/.

Name	T2D19	Frequency	Code and Description
<b>Label</b>	T2: What is your gender	2	1=Male
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			87 2=Female
			357 -1/.N=Not Applicable
			12 -9/.M=Missing
			16 SYSMIS/.

Name	T2D20	Frequency	Code and Description
<b>Label</b>	T2: In what year were you born	89	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	1966.64
<b>Minimum</b>	1950	<b>Maximum</b>	1983
			357 -1/.N=Not Applicable
			12 -9/.M=Missing
			16 SYSMIS/.

Name	T2D21	Frequency	Code and Description
<b>Label</b>	T2: Spanish, Hispanic, or Latino origin	62	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			27 1=Yes
			357 -1/.N=Not Applic
			12 -9/.M=Missing
			16 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	T2D22	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Which one best describes you . . .	16	1=Mexican, Mexican American, Chicano
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	27	<b>Mean</b>	11 4=Some other Spanish/Hispanic/Latino group
<b>Minimum</b>		<b>Maximum</b>	419 -1/.N=Not Applicable
			12 -9/.M=Missing
			16 SYSMIS/.

<b>Name</b>	T2D23_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: White	48	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	41 11=White
<b>Minimum</b>		<b>Maximum</b>	357 -1/.N=Not Applicable
			12 -9/.M=Missing
			16 SYSMIS/.

<b>Name</b>	T2D23_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Black, African American	66	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	23 12=Black or African American
<b>Minimum</b>		<b>Maximum</b>	357 -1/.N=Not Applicable
			12 -9/.M=Missing
			16 SYSMIS/.

<b>Name</b>	T2D23_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: American Indian, Alaska Native	89	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	357 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	12 -9/.M=Missing
			16 SYSMIS/.

<b>Name</b>	T2D23_20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Teacher Asian	83	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	6 20=Asian
<b>Minimum</b>		<b>Maximum</b>	357 -1/.N=Not Applicable
			12 -9/.M=Missing
			16 SYSMIS/.

<b>Name</b>	T2D23_24	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Teacher Native Hawaiian/Pacific Islander	89	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	357 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	12 -9/.M=Missing
			16 SYSMIS/.

<b>Name</b>	T2D23_25	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Teacher Another race	69	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	20 25=Another race
<b>Minimum</b>		<b>Maximum</b>	357 -1/.N=Not Applicable
			12 -9/.M=Missing
			16 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	O2_Direct	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: Class observed directly (vs teacher's other class)	49	0=Teacher's other class observed
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	335 1=Class observed directly
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.

<b>Name</b>	O2_Date	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: DateOfContact	82	Mar/early Apr 2007
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	151 April 2007
<b>Minimum</b>		<b>Maximum</b>	151 May 2007
			90 SYSMIS/.

<b>Name</b>	O2A_a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: a. Reading area with books?	6	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	378 1=Yes
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.

<b>Name</b>	O2A_b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: b. Listening center?	168	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	216 1=Yes
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.

<b>Name</b>	O2A_c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: c. Writing center or area?	42	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	342 1=Yes
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.

<b>Name</b>	O2A_d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: d. Math area with manipulatives?	71	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	313 1=Yes
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.

<b>Name</b>	O2A_e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: e. Computer area?	76	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	308 1=Yes
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.

<b>Name</b>	O2A_f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: f. Science or nature area with manipulatives?	50	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	334 1=Yes
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.

**Codebook for Classroom/Teacher-Level PUF, continued**

<b>Name</b>	O2A_g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: g. Dramatic play area or corner?	2	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	382 1=Yes
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.
<b>Name</b>	O2A_h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: h. Art area?	13	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	371 1=Yes
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.
<b>Name</b>	O2A_i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: i. Private area for 1 or 1 children to be alone?	149	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	235 1=Yes
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.
<b>Name</b>	O2B1_Per	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #1: Observation Period	384	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	1.00
<b>Minimum</b>	1	<b>Maximum</b>	1
<b>Name</b>	O2B1_C_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #1: Content: Literature/Language Arts	140	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	244 1=Literature/Language Arts
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.
<b>Name</b>	O2B1_C_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #1: Content: Math	295	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	89 2=Math
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.
<b>Name</b>	O2B1_C_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #1: Content: Social studies	367	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	17 3=Social studies
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.
<b>Name</b>	O2B1_C_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #1: Content: Art	323	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	61 4=Art
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.

**Codebook for Classroom/Teacher-Level PUF, continued**

<b>Name</b>	O2B1_C_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #1: Content: Other	237	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	147 5=Other
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.
<b>Name</b>	O2B1_C_O	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #1: Specify other content		
<b>Format</b>	Char	<b>Type</b>	Source
<b>Valid N</b>		<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	O2B1_F_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #1: Format: Routine	258	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	126 1=Routine
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.
<b>Name</b>	O2B1_F_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #1: Format: Meals / Snacks	239	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	145 2=Meals / Snacks
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.
<b>Name</b>	O2B1_F_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #1: Format: Whole group	153	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	231 3=Whole group
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.
<b>Name</b>	O2B1_F_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #1: Format: Free / Centers	331	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	53 4=Free / Centers
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.
<b>Name</b>	O2B1_F_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #1: Format: Individual time	376	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	8 5=Individual time
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.
<b>Name</b>	O2B1_F_6	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #1: Format: Small group	329	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	55 6=Small group
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	O2B1_F_7	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #1: Format: Recess/Outside	383	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	1 7=Recess/Outside
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.
<b>Name</b>	O2B1_B1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #1: Number of paid staff	384	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	2.13
<b>Minimum</b>	1	<b>Maximum</b>	5
<b>Name</b>	O2B1_B2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #1: Number of adult volunteers	384	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	0.31
<b>Minimum</b>	0	<b>Maximum</b>	3
<b>Name</b>	O2B1_B3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #1: Number of children	384	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	14.26
<b>Minimum</b>	4	<b>Maximum</b>	25
<b>Name</b>	O2B2_Per	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #2: Observation Period	384	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	2.00
<b>Minimum</b>	2	<b>Maximum</b>	2
<b>Name</b>	O2B2_C_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #2: Content: Literature/Language Arts	147	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	237 1=Literature/Language Arts
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.
<b>Name</b>	O2B2_C_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #2: Content: Math	289	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	95 2=Math
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.
<b>Name</b>	O2B2_C_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #2: Content: Social studies	366	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	18 3=Social studies
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	O2B2_C_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #2: Content: Art	240	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	144 4=Art
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.

<b>Name</b>	O2B2_C_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #2: Content: Other	252	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	132 5=Other
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.

<b>Name</b>	O2B2_C_O	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #2: Specify other content		
<b>Format</b>	Char	<b>Type</b>	Source
<b>Valid N</b>		<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	O2B2_F_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #2: Format: Routine	303	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	81 1=Routine
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.

<b>Name</b>	O2B2_F_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #2: Format: Meals / Snacks	358	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	26 2=Meals / Snacks
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.

<b>Name</b>	O2B2_F_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #2: Format: Whole group	206	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	178 3=Whole group
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.

<b>Name</b>	O2B2_F_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #2: Format: Free / Centers	235	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	149 4=Free / Centers
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.

<b>Name</b>	O2B2_F_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #2: Format: Individual time	362	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	22 5=Individual time
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	O2B2_F_6	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #2: Format: Small group	265	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	119 6=Small group
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.
<b>Name</b>	O2B2_F_7	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #2: Format: Recess/Outside	368	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	16 7=Recess/Outside
<b>Minimum</b>		<b>Maximum</b>	90 SYSMIS/.
<b>Name</b>	O2B2_B1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #2: Number of paid staff	384	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	2.15
<b>Minimum</b>	1	<b>Maximum</b>	6
<b>Name</b>	O2B2_B2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #2: Number of adult volunteers	384	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	0.27
<b>Minimum</b>	0	<b>Maximum</b>	3
<b>Name</b>	O2B2_B3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #2: Number of children	384	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	14.66
<b>Minimum</b>	6	<b>Maximum</b>	25
<b>Name</b>	O2B3_Per	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #3: Observation Period	384	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	3.00
<b>Minimum</b>	3	<b>Maximum</b>	3
<b>Name</b>	O2B3_C_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #3: Content: Literature/Language Arts	150	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	380	<b>Mean</b>	230 1=Literature/Language Arts
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know
			90 SYSMIS/.
<b>Name</b>	O2B3_C_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #3: Content: Math	306	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	380	<b>Mean</b>	74 2=Math
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know
			90 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	O2B3_C_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #3: Content: Social studies	360	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	380	<b>Mean</b>	20 3=Social studies
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know
			90 SYSMIS/.

<b>Name</b>	O2B3_C_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #3: Content: Art	255	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	380	<b>Mean</b>	125 4=Art
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know
			90 SYSMIS/.

<b>Name</b>	O2B3_C_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #3: Content: Other	233	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	380	<b>Mean</b>	147 5=Other
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know
			90 SYSMIS/.

<b>Name</b>	O2B3_C_O	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #3: Specify other content		
<b>Format</b>	Char	<b>Type</b>	Source
<b>Valid N</b>		<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	O2B3_F_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #3: Format: Routine	295	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	379	<b>Mean</b>	84 1=Routine
<b>Minimum</b>		<b>Maximum</b>	5 -8/.D=Don't know
			90 SYSMIS/.

<b>Name</b>	O2B3_F_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #3: Format: Meals / Snacks	313	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	379	<b>Mean</b>	66 2=Meals / Snacks
<b>Minimum</b>		<b>Maximum</b>	5 -8/.D=Don't know
			90 SYSMIS/.

<b>Name</b>	O2B3_F_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #3: Format: Whole group	222	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	379	<b>Mean</b>	157 3=Whole group
<b>Minimum</b>		<b>Maximum</b>	5 -8/.D=Don't know
			90 SYSMIS/.

<b>Name</b>	O2B3_F_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #3: Format: Free / Centers	238	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	379	<b>Mean</b>	141 4=Free / Centers
<b>Minimum</b>		<b>Maximum</b>	5 -8/.D=Don't know
			90 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

<b>Name</b>	O2B3_F_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #3: Format: Individual time	359	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	379	<b>Mean</b>	20 5=Individual time
<b>Minimum</b>		<b>Maximum</b>	5 -8/.D=Don't know
			90 SYSMIS/.

<b>Name</b>	O2B3_F_6	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #3: Format: Small group	296	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	379	<b>Mean</b>	83 6=Small group
<b>Minimum</b>		<b>Maximum</b>	5 -8/.D=Don't know
			90 SYSMIS/.

<b>Name</b>	O2B3_F_7	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #3: Format: Recess/Outside	367	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	379	<b>Mean</b>	12 7=Recess/Outside
<b>Minimum</b>		<b>Maximum</b>	5 -8/.D=Don't know
			90 SYSMIS/.

<b>Name</b>	O2B3_B1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #3: Number of paid staff	380	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	380	<b>Mean</b>	2.13
<b>Minimum</b>	1	<b>Maximum</b>	5
			4 -8/.D=Don't know
			90 SYSMIS/.

<b>Name</b>	O2B3_B2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #3: Number of adult volunteers	380	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	380	<b>Mean</b>	0.29
<b>Minimum</b>	0	<b>Maximum</b>	5
			4 -8/.D=Don't know
			90 SYSMIS/.

<b>Name</b>	O2B3_B3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS #3: Number of children	380	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	380	<b>Mean</b>	14.73
<b>Minimum</b>	6	<b>Maximum</b>	25
			4 -8/.D=Don't know
			90 SYSMIS/.

<b>Name</b>	O2D01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: D1. Speaks warmly to the children	4	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	383	<b>Mean</b>	82 2=Somewhat
<b>Minimum</b>		<b>Maximum</b>	206 3=Quite a bit
			91 4=Very much
			1 -9/.M=Missing
			90 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

Name	O2D02	Frequency	Code and Description
<b>Label</b>	O2: D2. Seems critical of the children	321	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	383	<b>Mean</b>	49 2=Somewhat
<b>Minimum</b>		<b>Maximum</b>	11 3=Quite a bit
			2 4=Very much
			1 -9/.M=Missing
			90 SYSMIS/.

Name	O2D03	Frequency	Code and Description
<b>Label</b>	O2: D3. Listens attentively when children speak to her	8	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	383	<b>Mean</b>	144 2=Somewhat
<b>Minimum</b>		<b>Maximum</b>	191 3=Quite a bit
			40 4=Very much
			1 -9/.M=Missing
			90 SYSMIS/.

Name	O2D04	Frequency	Code and Description
<b>Label</b>	O2: D4. Places high value on obedience	181	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	383	<b>Mean</b>	133 2=Somewhat
<b>Minimum</b>		<b>Maximum</b>	62 3=Quite a bit
			7 4=Very much
			1 -9/.M=Missing
			90 SYSMIS/.

Name	O2D05	Frequency	Code and Description
<b>Label</b>	O2: D5. Seems distant or detached from the children	278	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	383	<b>Mean</b>	84 2=Somewhat
<b>Minimum</b>		<b>Maximum</b>	16 3=Quite a bit
			5 4=Very much
			1 -9/.M=Missing
			90 SYSMIS/.

Name	O2D06	Frequency	Code and Description
<b>Label</b>	O2: D6. Seems to enjoy the children	10	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	383	<b>Mean</b>	114 2=Somewhat
<b>Minimum</b>		<b>Maximum</b>	160 3=Quite a bit
			99 4=Very much
			1 -9/.M=Missing
			90 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

Name	O2D07	Frequency	Code and Description
<b>Label</b>	O2: D7. Reasons with children when they misbehave, ...	30	1=Not at all
<b>Format</b>	Num	165	2=Somewhat
<b>Valid N</b>	383	158	3=Quite a bit
<b>Minimum</b>		30	4=Very much
		1	-9/.M=Missing
		90	SYSMIS/.

Name	O2D08	Frequency	Code and Description
<b>Label</b>	O2: D8. Encourages the children to try new experiences	27	1=Not at all
<b>Format</b>	Num	191	2=Somewhat
<b>Valid N</b>	383	138	3=Quite a bit
<b>Minimum</b>		27	4=Very much
		1	-9/.M=Missing
		90	SYSMIS/.

Name	O2D09	Frequency	Code and Description
<b>Label</b>	O2: D9. Exercises too much control over the children	280	1=Not at all
<b>Format</b>	Num	78	2=Somewhat
<b>Valid N</b>	383	22	3=Quite a bit
<b>Minimum</b>		3	4=Very much
		1	-9/.M=Missing
		90	SYSMIS/.

Name	O2D10	Frequency	Code and Description
<b>Label</b>	O2: D10. Speaks with irritation/hostility to children	292	1=Not at all
<b>Format</b>	Num	78	2=Somewhat
<b>Valid N</b>	383	11	3=Quite a bit
<b>Minimum</b>		2	4=Very much
		1	-9/.M=Missing
		90	SYSMIS/.

Name	O2D11	Frequency	Code and Description
<b>Label</b>	O2: D11. Seems enthusiastic abt children's activities..	11	1=Not at all
<b>Format</b>	Num	141	2=Somewhat
<b>Valid N</b>	383	180	3=Quite a bit
<b>Minimum</b>		51	4=Very much
		1	-9/.M=Missing
		90	SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

Name	O2D12	Frequency	Code and Description
<b>Label</b>	O2: D12. Threatens children in trying to control them	315	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	383	<b>Mean</b>	50 2=Somewhat
<b>Minimum</b>		<b>Maximum</b>	16 3=Quite a bit
			2 4=Very much
			1 -9/.M=Missing
			90 SYSMIS/.

Name	O2D13	Frequency	Code and Description
<b>Label</b>	O2: D13. Considerable time in activity not involving...	226	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	383	<b>Mean</b>	124 2=Somewhat
<b>Minimum</b>		<b>Maximum</b>	28 3=Quite a bit
			5 4=Very much
			1 -9/.M=Missing
			90 SYSMIS/.

Name	O2D14	Frequency	Code and Description
<b>Label</b>	O2: D14. Pays positiv attentn to childrn as individuals	13	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	383	<b>Mean</b>	140 2=Somewhat
<b>Minimum</b>		<b>Maximum</b>	181 3=Quite a bit
			49 4=Very much
			1 -9/.M=Missing
			90 SYSMIS/.

Name	O2D15	Frequency	Code and Description
<b>Label</b>	O2: D15. Reprimands childrn too strongly when misbehave	291	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	383	<b>Mean</b>	78 2=Somewhat
<b>Minimum</b>		<b>Maximum</b>	11 3=Quite a bit
			3 4=Very much
			1 -9/.M=Missing
			90 SYSMIS/.

Name	O2D16	Frequency	Code and Description
<b>Label</b>	O2: D16. Talks to children on level they can understand	6	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	383	<b>Mean</b>	89 2=Somewhat
<b>Minimum</b>		<b>Maximum</b>	200 3=Quite a bit
			88 4=Very much
			1 -9/.M=Missing
			90 SYSMIS/.

Name	O2D17	Frequency	Code and Description
<b>Label</b>	O2: D17. Punishes the children without explanation	339	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	383	<b>Mean</b>	34 2=Somewhat
<b>Minimum</b>		<b>Maximum</b>	10 3=Quite a bit
			1 -9/.M=Missing
			90 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

Name	O2D18	Frequency	Code and Description
<b>Label</b>	O2: D18. Exercises firmness when necessary	17	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	383	<b>Mean</b>	119 2=Somewhat
<b>Minimum</b>		<b>Maximum</b>	212 3=Quite a bit
			35 4=Very much
			1 -9/.M=Missing
			90 SYSMIS/.

Name	O2D19	Frequency	Code and Description
<b>Label</b>	O2: D19. Encourages children exhibit prosocial behavior	18	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	383	<b>Mean</b>	139 2=Somewhat
<b>Minimum</b>		<b>Maximum</b>	196 3=Quite a bit
			30 4=Very much
			1 -9/.M=Missing
			90 SYSMIS/.

Name	O2D20	Frequency	Code and Description
<b>Label</b>	O2: D20. Finds fault easily with the children	318	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	383	<b>Mean</b>	55 2=Somewhat
<b>Minimum</b>		<b>Maximum</b>	8 3=Quite a bit
			2 4=Very much
			1 -9/.M=Missing
			90 SYSMIS/.

Name	O2D21	Frequency	Code and Description
<b>Label</b>	O2: D21. Fails to show interest in children's activities	251	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	383	<b>Mean</b>	102 2=Somewhat
<b>Minimum</b>		<b>Maximum</b>	25 3=Quite a bit
			5 4=Very much
			1 -9/.M=Missing
			90 SYSMIS/.

Name	O2D22	Frequency	Code and Description
<b>Label</b>	O2: D22. Seems to prohibit many of things children want	292	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	383	<b>Mean</b>	80 2=Somewhat
<b>Minimum</b>		<b>Maximum</b>	10 3=Quite a bit
			1 4=Very much
			1 -9/.M=Missing
			90 SYSMIS/.

**Codebook for Classroom/Teacher-Level PUF, continued**

<b>Name</b>	O2D23	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: D23. Fails to supervise children very closely, ...	239	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	383	<b>Mean</b>	111 2=Somewhat
<b>Minimum</b>		<b>Maximum</b>	29 3=Quite a bit
			4 4=Very much
			1 -9/.M=Missing
			90 SYSMIS/.

<b>Name</b>	O2D24	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: D24. Expects children exercise reasonabl amt of sel	14	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	383	<b>Mean</b>	101 2=Somewhat
<b>Minimum</b>		<b>Maximum</b>	232 3=Quite a bit
			36 4=Very much
			1 -9/.M=Missing
			90 SYSMIS/.

<b>Name</b>	O2D25	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: D25. When talking to children, kneels, bends ...	12	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	383	<b>Mean</b>	136 2=Somewhat
<b>Minimum</b>		<b>Maximum</b>	175 3=Quite a bit
			60 4=Very much
			1 -9/.M=Missing
			90 SYSMIS/.

<b>Name</b>	O2D26	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: D26. Seems unnecessarily harsh when scolding or ...	320	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	383	<b>Mean</b>	56 2=Somewhat
<b>Minimum</b>		<b>Maximum</b>	5 3=Quite a bit
			2 4=Very much
			1 -9/.M=Missing
			90 SYSMIS/.

<b>Name</b>	O2D27	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: D27. Does self-help tasks for children	187	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	383	<b>Mean</b>	166 2=Somewhat
<b>Minimum</b>		<b>Maximum</b>	29 3=Quite a bit
			1 4=Very much
			1 -9/.M=Missing
			90 SYSMIS/.

## Codebook for Classroom/Teacher-Level PUF, continued

Name	O2D28	Frequency	Code and Description
<b>Label</b>	O2: D28. Does not get child assistance with tasks	223	1=Not at all
<b>Format</b>	Num	135	2=Somewhat
<b>Valid N</b>	383	23	3=Quite a bit
<b>Minimum</b>		2	4=Very much
		1	-9/.M=Missing
		90	SYSMIS/.

Name	O2D29	Frequency	Code and Description
<b>Label</b>	O2: D29. Promotes leadership skills	31	1=Not at all
<b>Format</b>	Num	152	2=Somewhat
<b>Valid N</b>	383	165	3=Quite a bit
<b>Minimum</b>		35	4=Very much
		1	-9/.M=Missing
		90	SYSMIS/.

Name	O2D30	Frequency	Code and Description
<b>Label</b>	O2: D30. Assists children in making productive choices	48	1=Not at all
<b>Format</b>	Num	179	2=Somewhat
<b>Valid N</b>	383	138	3=Quite a bit
<b>Minimum</b>		18	4=Very much
		1	-9/.M=Missing
		90	SYSMIS/.

Name	O2E01	Frequency	Code and Description
<b>Label</b>	O2: E1 Amount lead teacher was absent during the day	297	1=Not at all
<b>Format</b>	Num	77	2=Somewhat
<b>Valid N</b>	384	6	3=Quite a bit
<b>Minimum</b>		4	4=Very much
		90	SYSMIS/.

Name	O2E02	Frequency	Code and Description
<b>Label</b>	O2: E2 Amount assistant teacher absent during the day	309	1=Not at all
<b>Format</b>	Num	68	2=Somewhat
<b>Valid N</b>	384	1	3=Quite a bit
<b>Minimum</b>		6	4=Very much
		90	SYSMIS/.

Name	O2E03	Frequency	Code and Description
<b>Label</b>	O2: E3 To what extent was this a typical classroom day	7	1=Not at all
<b>Format</b>	Num	62	2=Somewhat
<b>Valid N</b>	384	179	3=Quite a bit
<b>Minimum</b>		136	4=Very much
		90	SYSMIS/.

**Codebook for Classroom/Teacher-Level PUF, continued**

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<b>Name</b>	O2E04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: E4 Effct of presnc in classrm on childrn's behavior	155	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	213 2=Somewhat
<b>Minimum</b>		<b>Maximum</b>	12 3=Quite a bit
			4 4=Very much
			90 SYSMIS/.

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<b>Name</b>	O2E05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: E5 Effct of presnc in classrm on teacher's behavior	131	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	224 2=Somewhat
<b>Minimum</b>		<b>Maximum</b>	27 3=Quite a bit
			2 4=Very much
			90 SYSMIS/.

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<b>Name</b>	O2E06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: E6 How comfortable would be w/ own child this class	139	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	384	<b>Mean</b>	152 2=Somewhat
<b>Minimum</b>		<b>Maximum</b>	61 3=Quite a bit
			32 4=Very much
			90 SYSMIS/.

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**APPENDIX F**  
**CODEBOOK FOR CHILD-LEVEL PUF**

**Source - child\_faces2006\_puf\***

## Appendix F

### Codebook for Child-Level PUF

<b>Name</b>	ChildID	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	FACES 2006 Child ID	3315	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	3315	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	CLS1_ID	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Fall 2006 Classroom ID	3315	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	3315	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	CLS2_ID	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Spring 2007 Classroom ID	2914	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	2914	<b>Mean</b>	401 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	CLS3_ID	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Spring 2008 Classroom ID	1210	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	1210	<b>Mean</b>	2105 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	T1_ID	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Fall 2006 Teacher ID	3315	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	3315	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	T2_ID	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Spring 2007 Teacher ID	2914	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	2914	<b>Mean</b>	401 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	T3_ID	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Spring 2008 Teacher ID	1210	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	1210	<b>Mean</b>	2105 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	C1_ID	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Fall 2006 Center ID	3315	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	3315	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Child-Level PUF, continued

<b>Name</b>	C2_ID	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Spring 2007 Center ID	2914	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	2914	<b>Mean</b>	401
<b>Minimum</b>		<b>Maximum</b>	SYSMIS/.
<b>Name</b>	C3_ID	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Spring 2008 Center ID	1174	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	1174	<b>Mean</b>	2141
<b>Minimum</b>		<b>Maximum</b>	SYSMIS/.
<b>Name</b>	D1_ID	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Fall 2006 Program ID	3315	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	3315	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P1RCAGE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child Age in Months	3252	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3252	<b>Mean</b>	45.09
<b>Minimum</b>	32	<b>Maximum</b>	77
<b>Name</b>	P1FCAGE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Revised Fall 2006 PICAGE Flag	3200	0=Not Revised
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3300	<b>Mean</b>	100
<b>Minimum</b>		<b>Maximum</b>	15
			.=System Missing
<b>Name</b>	CHGENDER	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Child Gender, Composite	1619	0=Female
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3297	<b>Mean</b>	1678
<b>Minimum</b>		<b>Maximum</b>	18
			.=System Missing
<b>Name</b>	CRACE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Child Race/Ethnicity	687	1=White, Non-Hispanic
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3248	<b>Mean</b>	1078
<b>Minimum</b>		<b>Maximum</b>	1206
			3=Hispanic/Latino
			47
			4=American Indian or Alaska Native
			53
			5=Asian or Pacific Islander
			156
			6=Multi-Racial/Bi-Racial,Non-Hispanic
			21
			7=Other Race
			64
			.=System Missing
			3
			-9/.M=Not Ascertained

## Codebook for Child-Level PUF, continued

Name	MRACE	Frequency	Code and Description
Label	Mother's Race/Ethnicity	822	1=White, Non-Hispanic
Format	Num	Type	Construct
Valid N	3250	Mean	1046 2=African American, Non-Hispanic
Minimum		Maximum	1163 3=Hispanic/Latino
			63 4=American Indian or Alaska Native
			64 5=Asian or Pacific Islander
			63 6=Multi-Racial/Bi-Racial,Non-Hispanic
			29 7=Other Race
			64 .=System Missing
			1 -9/.M=Not Ascertained

Name	FRACE	Frequency	Code and Description
Label	Father's Race/Ethnicity	745	1=White, Non-Hispanic
Format	Num	Type	Construct
Valid N	3226	Mean	1147 2=African American, Non-Hispanic
Minimum		Maximum	1138 3=Hispanic/Latino
			44 4=American Indian or Alaska Native
			60 5=Asian or Pacific Islander
			51 6=Multi-Racial/Bi-Racial,Non-Hispanic
			41 7=Other Race
			64 .=System Missing
			25 -9/.M=Not Ascertained

Name	CHGNDR_F	Frequency	Code and Description
Label	Revised Fall 2006 CHGENDER Flag	3198	0=Not Revised
Format	Num	Type	Construct
Valid N	3300	Mean	102 1=Revised
Minimum		Maximum	15 .=System Missing

Name	CRACE_F	Frequency	Code and Description
Label	Revised Fall 2006 CRACE Flag	3239	0=Not Revised
Format	Num	Type	Construct
Valid N	3300	Mean	61 1=Revised
Minimum		Maximum	15 .=System Missing

Name	MRACE_F	Frequency	Code and Description
Label	Revised Fall 2006 P1MRACE Flag	3190	0=Not Revised
Format	Num	Type	Construct
Valid N	3251	Mean	61 1=Revised
Minimum		Maximum	64 .=System Missing

Name	FRACE_F	Frequency	Code and Description
Label	Revised Fall 2006 P1FRACE Flag	3190	0=Not Revised
Format	Num	Type	Construct
Valid N	3251	Mean	61 1=Revised
Minimum		Maximum	64 .=System Missing

## Codebook for Child-Level PUF, continued

<b>Name</b>	A1_DATA	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Fall 2006: Has Child Assessment data	133	0=No
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	3315	<b>Mean</b>	3182 1=Yes
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	A2_DATA	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Spring 2007: Has Child Assessment data	63	0=No
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	2914	<b>Mean</b>	2851 1=Yes
<b>Minimum</b>		<b>Maximum</b>	401 -1/.N=Not Applic

<b>Name</b>	A3_DATA	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Spring 2008: Has Child Assessment data	158	0=No
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	2226	<b>Mean</b>	2068 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1089 -1/.N=Not Applic

<b>Name</b>	A4_DATA	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Spring 2009: Has Child Assessment data	129	0=No
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	1089	<b>Mean</b>	960 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2226 -1/.N=Not Applic

<b>Name</b>	R1_DATA	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Fall 2006: Has Teacher Child Report data	160	0=No
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	3315	<b>Mean</b>	3155 1=Yes
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	R2_DATA	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Spring 2007: Has Teacher Child Report data	130	0=No
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	2914	<b>Mean</b>	2784 1=Yes
<b>Minimum</b>		<b>Maximum</b>	401 -1/.N=Not Applic

<b>Name</b>	R3_DATA	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Spring 2008: Has HS Teacher Child Report data	71	0=No
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	1211	<b>Mean</b>	1140 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2104 -1/.N=Not Applic

<b>Name</b>	KR3_DATA	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Spring 2008: Has K Teacher Child Report data	365	0=No
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	1015	<b>Mean</b>	650 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2300 -1/.N=Not Applic

## Codebook for Child-Level PUF, continued

<b>Name</b>	KR4_DATA	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Spring 2009: Has K Teacher Child Report data	307	0=No
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	1089	<b>Mean</b>	775 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2226 -1/.N=Not Applic
<b>Name</b>	P1_DATA	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Fall 2006: Has Parent Interview data	125	0=No
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	3315	<b>Mean</b>	5 0.5=Partial/for other class/child
<b>Minimum</b>		<b>Maximum</b>	3185 1=Yes
<b>Name</b>	P2_DATA	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Spring 2007: Has Parent Interview data	228	0=No
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	2914	<b>Mean</b>	1 0.5=Partial/for other class/child
<b>Minimum</b>		<b>Maximum</b>	2685 1=Yes
<b>Name</b>	P3_DATA	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Spring 2008: Has Parent Interview data	160	0=No
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	2226	<b>Mean</b>	2 0.5=Partial/for other class/child
<b>Minimum</b>		<b>Maximum</b>	2064 1=Yes
<b>Name</b>	P4_DATA	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Spring 2009: Has Parent Interview data	77	0=No
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	1089	<b>Mean</b>	1012 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2226 -1/.N=Not Applic
<b>Name</b>	T1_DATA	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Fall 2006: Has Classroom/Teacher data	15	0=No
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	3315	<b>Mean</b>	3300 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	T2_DATA	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Spring 2007: Has Classroom/Teacher data	3	0=No
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	2914	<b>Mean</b>	2911 1=Yes
<b>Minimum</b>		<b>Maximum</b>	401 -1/.N=Not Applic
<b>Name</b>	T3_DATA	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Spring 2008: Has Classroom/Teacher data	34	0=No
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	1211	<b>Mean</b>	1177 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2104 -1/.N=Not Applic

## Codebook for Child-Level PUF, continued

<b>Name</b>	K3_DATA	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Spring 2008: Has K Teacher data	360	0=No
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	1015	<b>Mean</b>	655 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2300 -1/.N=Not Applic
<b>Name</b>	K4_DATA	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Spring 2009: Has K Teacher data	290	0=No
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	1089	<b>Mean</b>	799 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2226 -1/.N=Not Applic
<b>Name</b>	O2_DATA	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Spring 2007: Has Classroom Observation data	132	0=No
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	2914	<b>Mean</b>	243 0.5=Partial/for other class/child
<b>Minimum</b>		<b>Maximum</b>	2539 1=Yes
			401 -1/.N=Not Applic
<b>Name</b>	STRAT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Fall 2006 First-Stage Stratum	3315	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	3315	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	PSU	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Fall 2006 Primary Sampling Unit	3315	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	3315	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	CNST1WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Fall 2006 Child Weight Adjusted for Parental Consent	3315	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	3315	<b>Mean</b>	138.30
<b>Minimum</b>	19.15	<b>Maximum</b>	542.71
<b>Name</b>	PRA1WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Fall 2006 Parent Int + Teacher Child Rept + Child Assmt	3315	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	3315	<b>Mean</b>	138.30
<b>Minimum</b>	0	<b>Maximum</b>	861.91
<b>Name</b>	P1_RA_WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Fall 2006 Parent Int + Teach Child Rept/Child Assmt	3315	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	3315	<b>Mean</b>	138.30
<b>Minimum</b>	0	<b>Maximum</b>	565.62

## Codebook for Child-Level PUF, continued

<b>Name</b>	CNST2WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	SPRING 2007 Child Weight Adjusted for Parental Consent	2914	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2914	<b>Mean</b>	139.03
<b>Minimum</b>	19.15	<b>Maximum</b>	542.71

<b>Name</b>	PRA2WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	SPRING 2007 Parent + Teacher Child Rept + Child Assmt	2914	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2914	<b>Mean</b>	139.03
<b>Minimum</b>	0	<b>Maximum</b>	1028.95

<b>Name</b>	P21RA2WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	F06/S07 Parent + S07 TCR/Child Assessment	2914	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2914	<b>Mean</b>	139.03
<b>Minimum</b>	0	<b>Maximum</b>	542.71

<b>Name</b>	PRAOT2WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	SPRING 2007 Parent + TCR + Child Assmt + Teacher Obs	2862	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2862	<b>Mean</b>	139.14
<b>Minimum</b>	0	<b>Maximum</b>	1028.95

<b>Name</b>	PRAOC2WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	SPRING 2007 Parent + TCR + Child Assmt + Class Obs	2632	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2632	<b>Mean</b>	151.30
<b>Minimum</b>	0	<b>Maximum</b>	1040.16

<b>Name</b>	P12WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	F06+S07 Parent Interview	2914	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2914	<b>Mean</b>	139.03
<b>Minimum</b>	0	<b>Maximum</b>	685.97

<b>Name</b>	PRA12WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	F06/S07 Parent Intvw + F06+S07 TCR/Child Assmt	2914	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2914	<b>Mean</b>	139.03
<b>Minimum</b>	0	<b>Maximum</b>	591.28

## Codebook for Child-Level PUF, continued

<b>Name</b>	PRA12OTW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	F06/S07 Parent+Tchr + F06+S07 TCR/ChildAssmt + Tchr Obs	2862	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2862	<b>Mean</b>	139.14
<b>Minimum</b>	0	<b>Maximum</b>	542.71
<b>453 SYSMIS/.</b>			

<b>Name</b>	PRA12OCW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	F06/S07 Parent+Tchr + F06+S07 TCR/ChildAssmt + Clss Obs	2632	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2632	<b>Mean</b>	151.30
<b>Minimum</b>	0	<b>Maximum</b>	1040.16
<b>683 SYSMIS/.</b>			

<b>Name</b>	CNST3WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	SPRING 2008 Child Weight Adjusted for Parental Consent	2226	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2226	<b>Mean</b>	144.40
<b>Minimum</b>	19.15	<b>Maximum</b>	1314.53
<b>1089 SYSMIS/.</b>			

<b>Name</b>	PRA3WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	SPRING 2008 Parent + Teacher Child Rept + Child Assmt	2226	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2226	<b>Mean</b>	144.40
<b>Minimum</b>	0	<b>Maximum</b>	1565.71
<b>1089 SYSMIS/.</b>			

<b>Name</b>	P31RA3WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	F06/S07/S08 Parent + S08 TCR/Child Assessment	2226	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2226	<b>Mean</b>	144.40
<b>Minimum</b>	0	<b>Maximum</b>	1314.53
<b>1089 SYSMIS/.</b>			

<b>Name</b>	P13WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	F06+S07+S08 Parent Interview	2226	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2226	<b>Mean</b>	144.40
<b>Minimum</b>	0	<b>Maximum</b>	1559.62
<b>1089 SYSMIS/.</b>			

<b>Name</b>	PRA13WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	F06/S07/S08 Parent Intvw + F06+S07+S08 TCR/Child Assmt	2226	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2226	<b>Mean</b>	144.40
<b>Minimum</b>	0	<b>Maximum</b>	1559.62
<b>1089 SYSMIS/.</b>			

## Codebook for Child-Level PUF, continued

<b>Name</b>	PRA13OTW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	F06/S07/S08 Par+Tch + F06+S07+S08 TCR/ChAssmt + TchrObs	2189	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2189	<b>Mean</b>	144.24
<b>Minimum</b>	0	<b>Maximum</b>	1559.62
<b>Name</b>	PRA13OCW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	F06/S07/S08 Par+Tch + F06+S07+S08 TCR/ChAssmt + ClssObs	2001	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2001	<b>Mean</b>	157.79
<b>Minimum</b>	0	<b>Maximum</b>	1559.62
<b>Name</b>	CNST4WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	SPRING 2009 Child Weight Adjusted for Parental Consent	1089	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	1089	<b>Mean</b>	142.52
<b>Minimum</b>	20.78	<b>Maximum</b>	670.74
<b>Name</b>	PRA4WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	SPRING 2009 Parent + Teacher Child Rept + Child Assmt	1089	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	1089	<b>Mean</b>	142.52
<b>Minimum</b>	0	<b>Maximum</b>	1018.11
<b>Name</b>	P41RA4WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	F06/S07/S08/S09 Parent + S09 TCR/Child Assessment	1089	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	1089	<b>Mean</b>	142.52
<b>Minimum</b>	0	<b>Maximum</b>	670.74
<b>Name</b>	P14WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	F06+S07+S08+S09 Parent Interview	1089	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	1089	<b>Mean</b>	142.52
<b>Minimum</b>	0	<b>Maximum</b>	705.46
<b>Name</b>	PRA14WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	F06/S07/S08/S09 Parent + F06+S07+S08+S09 TCR/Chld Assmt	1089	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	1089	<b>Mean</b>	142.52
<b>Minimum</b>	0	<b>Maximum</b>	886.91

## Codebook for Child-Level PUF, continued

<b>Name</b>	PRA14OTW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	F06/S07/S08/S09Par+Tch + F06+S07+S08+S09TCR/CA + TchObs	1064	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	1064	<b>Mean</b>	142.22
<b>Minimum</b>	0	<b>Maximum</b>	676.33

<b>Name</b>	PRA14OCW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	F06/S07/S08/S09Par+Tch + F06+S07+S08+S09TCR/CA + ClsObs	969	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	969	<b>Mean</b>	156.16
<b>Minimum</b>	0	<b>Maximum</b>	767.66

<b>Name</b>	PKBASEWT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	PREK Child Weight Adjusted for Parental Consent	2350	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2350	<b>Mean</b>	138.68
<b>Minimum</b>	19.15	<b>Maximum</b>	542.71

<b>Name</b>	PRA5WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	PREK Parent + Teacher Child Rept + Child Assessment	2350	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2350	<b>Mean</b>	138.68
<b>Minimum</b>	0	<b>Maximum</b>	610.54

<b>Name</b>	P51RA5WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	PREK F06/S07/(S08) Parent + PREK TCR/Child Assessment	2350	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2350	<b>Mean</b>	138.68
<b>Minimum</b>	0	<b>Maximum</b>	595.92

<b>Name</b>	P15WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	PREK F06+S07+(S08) Parent Interview	2350	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2350	<b>Mean</b>	138.68
<b>Minimum</b>	0	<b>Maximum</b>	678.74

<b>Name</b>	PRA15WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	PREK F06/S07/(S08) Par + F06+S07+(S08) TCR/Child Asst	2350	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2350	<b>Mean</b>	138.68
<b>Minimum</b>	0	<b>Maximum</b>	618.83

## Codebook for Child-Level PUF, continued

<b>Name</b>	PRA15OTW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	PREK F06/S07/(S08) Par+Tch +F06+S07+(S08) TCR/Ch+TchObs	2310	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2310	<b>Mean</b>	138.57
<b>Minimum</b>	0	<b>Maximum</b>	595.92

1005 SYSMIS/.

<b>Name</b>	PRA15OCW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	PREK F06/S07/(S08) Par+Tch +F06+S07+(S08) TCR/Ch+ClsObs	2117	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2117	<b>Mean</b>	151.21
<b>Minimum</b>	0	<b>Maximum</b>	676.34

1198 SYSMIS/.

<b>Name</b>	KBASEWT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K Child Weight Adjusted for Parental Consent	2104	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2104	<b>Mean</b>	150.87
<b>Minimum</b>	19.15	<b>Maximum</b>	1314.53

1211 SYSMIS/.

<b>Name</b>	PRA6WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K Parent + Teacher Child Rept + Child Assessment	2104	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2104	<b>Mean</b>	150.87
<b>Minimum</b>	0	<b>Maximum</b>	1699.55

1211 SYSMIS/.

<b>Name</b>	P61RA6WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K F06/S07/S08/(S09) Parent + K TCR/Child Assessment	2104	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2104	<b>Mean</b>	150.87
<b>Minimum</b>	0	<b>Maximum</b>	1314.53

1211 SYSMIS/.

<b>Name</b>	P16WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K F06+S07+S08+(S09) Parent Interview	2104	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2104	<b>Mean</b>	150.87
<b>Minimum</b>	0	<b>Maximum</b>	1625.78

1211 SYSMIS/.

<b>Name</b>	PRA16WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K F06/S07/S08/(S09) Par + F06+S07+S08+(S09) TCR/Ch Asst	2104	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2104	<b>Mean</b>	150.87
<b>Minimum</b>	0	<b>Maximum</b>	1399.37

1211 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	PRA16WTA	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K F06/S07/S08/(S09) Par+ F06+S07+(S08) TCR/Ch+ K TCR+Ch	2104	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2104	<b>Mean</b>	150.87
<b>Minimum</b>	0	<b>Maximum</b>	1564.82

<b>Name</b>	PRA16OTW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K F06/S07/S08/(S09)Par+Tch +F06+S07+S08+(S09)TCR/Ch+TOb	2068	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2068	<b>Mean</b>	150.71
<b>Minimum</b>	0	<b>Maximum</b>	1399.37

<b>Name</b>	PRA16OCW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K F06/S07/S08/(S09)Par+Tch +F06+S07+S08+(S09)TCR/Ch+COb	1894	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	1894	<b>Mean</b>	164.56
<b>Minimum</b>	0	<b>Maximum</b>	1399.37

<b>Name</b>	WESTATWT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K F06/S07 Parent+Child Assessment + K Child Assessment	2104	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Weight
<b>Valid N</b>	2104	<b>Mean</b>	150.87
<b>Minimum</b>	0	<b>Maximum</b>	1314.53

<b>Name</b>	Cohort	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Child's cohort (3- or 4-year-old cohort)	2020	3
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	3315	<b>Mean</b>	1295
<b>Minimum</b>		<b>Maximum</b>	4

<b>Name</b>	PKyear	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	PRE-KINDERGARTEN YEAR	1139	2007
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	2350	<b>Mean</b>	1211
<b>Minimum</b>		<b>Maximum</b>	2008

<b>Name</b>	S08_grade	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Spring 2008: Grade (HS or K)	1211	HS
<b>Format</b>	Char	<b>Type</b>	Sample Info
<b>Valid N</b>		<b>Mean</b>	1015
<b>Minimum</b>		<b>Maximum</b>	K

<b>Name</b>	KGyear	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KINDERGARTEN YEAR	1015	2008
<b>Format</b>	Num	<b>Type</b>	Sample Info
<b>Valid N</b>	2104	<b>Mean</b>	1089
<b>Minimum</b>		<b>Maximum</b>	2009

## Codebook for Child-Level PUF, continued

<b>Name</b>	A1ACT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: Assessor reported activity level	3181	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3181	<b>Mean</b>	8.01
<b>Minimum</b>	0	<b>Maximum</b>	12
<b>Name</b>	A1ARTSHO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: Art Show Score	3182	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3182	<b>Mean</b>	6.45
<b>Minimum</b>	0	<b>Maximum</b>	10
<b>Name</b>	A1ATT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: Assessor reported attention level	3180	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3180	<b>Mean</b>	19.12
<b>Minimum</b>	0	<b>Maximum</b>	30
<b>Name</b>	A1BMI	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: Child BMI Composite	3056	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3056	<b>Mean</b>	16.56
<b>Minimum</b>	11.65	<b>Maximum</b>	22.5
<b>Name</b>	A1BMICAT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1:Child BMI Categories	90	1=Child is Underweight
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3054	<b>Mean</b>	1894 2=Child is Normal weight
<b>Minimum</b>		<b>Maximum</b>	561 3=Child is at Risk of Overweight
			509 4=Child is Overweight
			133 .=System Missing
			128 -9/.M=Not Ascertained
<b>Name</b>	A1CAGE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: Child Assessment Age in Months	3157	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3157	<b>Mean</b>	46.68
<b>Minimum</b>	33	<b>Maximum</b>	68
<b>Name</b>	A1CSIS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: Interpolated Leiter Examiner Cognit/Soc Stand Scr	3084	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3182	<b>Mean</b>	98 1=Yes
<b>Minimum</b>		<b>Maximum</b>	133 .=System Missing
<b>Name</b>	A1CSR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: Leiter Examiner Cognitive/Social Raw Score	3180	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3180	<b>Mean</b>	54.13
<b>Minimum</b>	0	<b>Maximum</b>	81

## Codebook for Child-Level PUF, continued

<b>Name</b>	A1CSS		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: Leiter Examiner Cognitive/Social Standard Score		3180	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	2 -9/.M=Missing
<b>Valid N</b>	3180	<b>Mean</b>	89.68	133 SYSMIS/.
<b>Minimum</b>	40	<b>Maximum</b>	126	

<b>Name</b>	A1ECMATH		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: ECLS-B Math Theta (ability estimate)		2443	valid negative number
<b>Format</b>	Num	<b>Type</b>	Construct	250 valid numeric value
<b>Valid N</b>	2693	<b>Mean</b>	-0.99	20 -1/.N=Not Applicable
<b>Minimum</b>	-2.47	<b>Maximum</b>	1.89	602 SYSMIS/.

<b>Name</b>	A1ECMCNT		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: ECLS-B Math Highest Number counted of 20		2693	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	20 -1/.N=Not Applicable
<b>Valid N</b>	2693	<b>Mean</b>	7.94	602 SYSMIS/.
<b>Minimum</b>	0	<b>Maximum</b>	20	

<b>Name</b>	A1ECMIRT		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: IRT Subtest Score, ECLS-B items only		2693	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	20 -1/.N=Not Applicable
<b>Valid N</b>	2693	<b>Mean</b>	7.35	602 SYSMIS/.
<b>Minimum</b>	3.01	<b>Maximum</b>	22.19	

<b>Name</b>	A1ECNSPR		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: Profncy Prob 1-ECLS-B Math Num & Shape		2693	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	20 -1/.N=Not Applicable
<b>Valid N</b>	2693	<b>Mean</b>	0.25	602 SYSMIS/.
<b>Minimum</b>	0	<b>Maximum</b>	1	

<b>Name</b>	A1ECP1WT		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: ECLS-B Math T Sc w/fall 06 par/ch wghts		2693	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	20 -1/.N=Not Applicable
<b>Valid N</b>	2693	<b>Mean</b>	49.91	602 SYSMIS/.
<b>Minimum</b>	30.14	<b>Maximum</b>	88.52	

<b>Name</b>	A1HEIGHT		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: Child Height in inches Composite		3139	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	43 -9/.M=Missing
<b>Valid N</b>	3139	<b>Mean</b>	39.89	133 SYSMIS/.
<b>Minimum</b>	33.46	<b>Maximum</b>	46.85	

<b>Name</b>	A1LNGSCR		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: Passed Language Screener		522	0=No
<b>Format</b>	Num	<b>Type</b>	Construct	2660 1=Yes
<b>Valid N</b>	3182	<b>Mean</b>		133 .=System Missing
<b>Minimum</b>		<b>Maximum</b>		

## Codebook for Child-Level PUF, continued

<b>Name</b>	A1MATIRT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: IRT Score, WJ Appld Probs & ECLS-B Math	2693	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2693	<b>Mean</b>	13.64
<b>Minimum</b>	3.88	<b>Maximum</b>	39.49
<b>Name</b>	A1ORG	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: Assessor reported organization/impulse control	3181	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3181	<b>Mean</b>	15.21
<b>Minimum</b>	0	<b>Maximum</b>	24
<b>Name</b>	A1PPVT4R	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: PPVT-4 Raw Score	3004	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3004	<b>Mean</b>	37.00
<b>Minimum</b>	0	<b>Maximum</b>	113
<b>Name</b>	A1PPVT4S	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: PPVT- 4 Standard Score	3004	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3004	<b>Mean</b>	80.86
<b>Minimum</b>	20	<b>Maximum</b>	144
<b>Name</b>	A1PPVT4W	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: PPVT-4 W Score (GSV)	3004	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3004	<b>Mean</b>	91.95
<b>Minimum</b>	12	<b>Maximum</b>	150
<b>Name</b>	A1PPVTNB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: No basal in PPVT-4	2831	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3168	<b>Mean</b>	337 1=Yes
<b>Minimum</b>		<b>Maximum</b>	147 .=System Missing
<b>Name</b>	A1PPVTNC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: No Ceiling on PPVT-4	3162	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3168	<b>Mean</b>	6 1=Yes
<b>Minimum</b>		<b>Maximum</b>	147 .=System Missing
<b>Name</b>	A1SCREEN	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: Language Screener Score	3182	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3182	<b>Mean</b>	11.98
<b>Minimum</b>	0	<b>Maximum</b>	20

## Codebook for Child-Level PUF, continued

<b>Name</b>	A1SIMON	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: Simon Says Score	3182	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3182	<b>Mean</b>	5.52
<b>Minimum</b>	0	<b>Maximum</b>	10
<b>Name</b>	A1SOC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: Assessor reported sociability	3181	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3181	<b>Mean</b>	11.78
<b>Minimum</b>	0	<b>Maximum</b>	15
<b>Name</b>	A1SPCERR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: Measurement Error Story/Print IRT score	2665	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2665	<b>Mean</b>	1.61
<b>Minimum</b>	0.92	<b>Maximum</b>	3
<b>Name</b>	A1SPCIRT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: Story/Print Concepts IRT scale score	2665	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2665	<b>Mean</b>	3.52
<b>Minimum</b>	0	<b>Maximum</b>	10.73
<b>Name</b>	A1SPCPRF	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: Story/Print Concepts Proficiency Score	2665	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2665	<b>Mean</b>	1.27
<b>Minimum</b>	1	<b>Maximum</b>	5
<b>Name</b>	A1TVIPNB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: No Basal Item	325	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	782	<b>Mean</b>	457 1=Yes
<b>Minimum</b>		<b>Maximum</b>	135 .=System Missing
			2398 -1/.N=Not Applicable
<b>Name</b>	A1TVIPNC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: No Ceiling Item	705	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	782	<b>Mean</b>	77 1=Yes
<b>Minimum</b>		<b>Maximum</b>	135 .=System Missing
			2398 -1/.N=Not Applicable
<b>Name</b>	A1TVIPR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: TVIP Raw Score	736	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	736	<b>Mean</b>	2398 -1/.N=Not Applicable
<b>Minimum</b>	0	<b>Maximum</b>	46 -9/.M=Missing
			135 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	A1TVIPS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: TVIP Standard Score	720	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	720	<b>Mean</b>	84.68
<b>Minimum</b>	55	<b>Maximum</b>	134
			2398 -1/.N=Not Applicable
			46 -9/.M=Missing
			151 SYSMIS/.
<b>Name</b>	A1WEIGHT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: Child Weight in pounds Composite	3116	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3116	<b>Mean</b>	37.87
<b>Minimum</b>	23.81	<b>Maximum</b>	66.36
			66 -9/.M=Missing
			133 SYSMIS/.
<b>Name</b>	A1WJAPR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: WJ Applied Problems Raw Score	2724	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2724	<b>Mean</b>	5.17
<b>Minimum</b>	0	<b>Maximum</b>	21
			445 -1/.N=Not Applicable
			9 -9/.M=Missing
			137 SYSMIS/.
<b>Name</b>	A1WJAPS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: WJ Applied Problems Standard Score	2408	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2408	<b>Mean</b>	89.52
<b>Minimum</b>	45	<b>Maximum</b>	153
			445 -1/.N=Not Applicable
			9 -9/.M=Missing
			453 SYSMIS/.
<b>Name</b>	A1WJAPW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: WJ Applied Problems W Score	2408	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2408	<b>Mean</b>	373.89
<b>Minimum</b>	332	<b>Maximum</b>	444
			445 -1/.N=Not Applicable
			9 -9/.M=Missing
			453 SYSMIS/.
<b>Name</b>	A1WJLWNC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: No Ceiling in WJ Letter Word	2629	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2733	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			104 1=Yes
			137 .=System Missing
			445 -1/.N=Not Applicable
<b>Name</b>	A1WJLWR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: WJ Letter Word Raw Score	2721	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2721	<b>Mean</b>	3.27
<b>Minimum</b>	0	<b>Maximum</b>	22
			445 -1/.N=Not Applicable
			12 -9/.M=Missing
			137 SYSMIS/.
<b>Name</b>	A1WJLWS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: WJ Letter Word Standard Score	2468	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2468	<b>Mean</b>	93.71
<b>Minimum</b>	62	<b>Maximum</b>	176
			445 -1/.N=Not Applicable
			12 -9/.M=Missing
			390 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	A1WJLWW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: WJ Letter Word W Ability Score	2468	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2468	<b>Mean</b>	304.23
<b>Minimum</b>	276	<b>Maximum</b>	400
			445 -1/.N=Not Applicable
			12 -9/.M=Missing
			390 SYSMIS/.
<b>Name</b>	A1WJSR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: WJ Spelling Raw Score	2724	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2724	<b>Mean</b>	4.42
<b>Minimum</b>	0	<b>Maximum</b>	14
			445 -1/.N=Not Applicable
			9 -9/.M=Missing
			137 SYSMIS/.
<b>Name</b>	A1WJSS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: WJ Spelling Standard Score	2593	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2593	<b>Mean</b>	95.26
<b>Minimum</b>	47	<b>Maximum</b>	149
			445 -1/.N=Not Applicable
			9 -9/.M=Missing
			268 SYSMIS/.
<b>Name</b>	A1WJSW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: WJ Spelling W Score	2593	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2593	<b>Mean</b>	344.72
<b>Minimum</b>	287	<b>Maximum</b>	426
			445 -1/.N=Not Applicable
			9 -9/.M=Missing
			268 SYSMIS/.
<b>Name</b>	A1WMAPR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: WM Applied Problems Raw Score	417	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	417	<b>Mean</b>	2.80
<b>Minimum</b>	0	<b>Maximum</b>	12
			2757 -1/.N=Not Applicable
			7 -9/.M=Missing
			134 SYSMIS/.
<b>Name</b>	A1WMAPS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: WM Applied Problems Standard Score	307	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	307	<b>Mean</b>	82.08
<b>Minimum</b>	51	<b>Maximum</b>	118
			2757 -1/.N=Not Applicable
			7 -9/.M=Missing
			244 SYSMIS/.
<b>Name</b>	A1WMAPW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: WM Applied Problems W Score	415	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	415	<b>Mean</b>	348.53
<b>Minimum</b>	318	<b>Maximum</b>	407
			2757 -1/.N=Not Applicable
			7 -9/.M=Missing
			136 SYSMIS/.
<b>Name</b>	A1WMLWR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: WM Letter Word Raw Score	414	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	414	<b>Mean</b>	1.06
<b>Minimum</b>	0	<b>Maximum</b>	8
			2757 -1/.N=Not Applicable
			10 -9/.M=Missing
			134 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	A1WMLWS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: WM Letter Word Standard Score	194	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	194	<b>Mean</b>	79.46
<b>Minimum</b>	66	<b>Maximum</b>	121
		2757	-1/.N=Not Applicable
		10	-9/.M=Missing
		354	SYSMIS/.
<b>Name</b>	A1WMLWW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: WM Letter W Ability Score	412	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	412	<b>Mean</b>	277.73
<b>Minimum</b>	264	<b>Maximum</b>	336
		2757	-1/.N=Not Applicable
		10	-9/.M=Missing
		136	SYSMIS/.
<b>Name</b>	A1WMSR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: WM Spelling Raw Score	420	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	420	<b>Mean</b>	2.99
<b>Minimum</b>	0	<b>Maximum</b>	10
		2757	-1/.N=Not Applicable
		4	-9/.M=Missing
		134	SYSMIS/.
<b>Name</b>	A1WMSS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: WM Spelling Standard Score	381	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	381	<b>Mean</b>	88.67
<b>Minimum</b>	57	<b>Maximum</b>	118
		2757	-1/.N=Not Applicable
		4	-9/.M=Missing
		173	SYSMIS/.
<b>Name</b>	A1WMSW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: WM Spelling W Score	418	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	418	<b>Mean</b>	323.07
<b>Minimum</b>	277	<b>Maximum</b>	397
		2757	-1/.N=Not Applicable
		4	-9/.M=Missing
		136	SYSMIS/.
<b>Name</b>	A2ACT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: Assessor reported activity level	2851	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2851	<b>Mean</b>	8.11
<b>Minimum</b>	0	<b>Maximum</b>	12
		464	SYSMIS/.
<b>Name</b>	A2ARTSHO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: Art Show Score	475	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	475	<b>Mean</b>	3.92
<b>Minimum</b>	0	<b>Maximum</b>	10
		2376	-1/.N=Not Applicable
		464	SYSMIS/.
<b>Name</b>	A2ATT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: Assessor reported attention level	2851	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2851	<b>Mean</b>	19.41
<b>Minimum</b>	0	<b>Maximum</b>	30
		464	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	A2BMI	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: Child BMI Composite	2759	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2759	<b>Mean</b>	16.55
<b>Minimum</b>	12.04	<b>Maximum</b>	22.33
<b>Name</b>	A2BMICAT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2:Child BMI Categories	64	1=Child is Underweight
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2759	<b>Mean</b>	1681 2=Child is Normal weight
<b>Minimum</b>		<b>Maximum</b>	532 3=Child is at Risk of Overweight
			482 4=Child is Overweight
			464 .=System Missing
			92 -9/.M=Not Ascertained
<b>Name</b>	A2CAGE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: Child Assessment Age in Months	2844	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2844	<b>Mean</b>	52.77
<b>Minimum</b>	39	<b>Maximum</b>	75
<b>Name</b>	A2CSIS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: Interpolated Leiter Examiner Cognit/Soc Stand Scr	2801	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2851	<b>Mean</b>	50 1=Yes
<b>Minimum</b>		<b>Maximum</b>	464 .=System Missing
<b>Name</b>	A2CSR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: Leiter Examiner Cognitive Social Raw Score	2851	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2851	<b>Mean</b>	54.83
<b>Minimum</b>	0	<b>Maximum</b>	81
<b>Name</b>	A2CSS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: Leiter Examiner Cognitive Social Standard Score	2851	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2851	<b>Mean</b>	88.58
<b>Minimum</b>	40	<b>Maximum</b>	124
<b>Name</b>	A2ECMATH	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: ECLS-B Math Theta (ability estimate)	1958	valid negative number
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2672	<b>Mean</b>	-0.48
<b>Minimum</b>	-2.47	<b>Maximum</b>	2.56
			714 valid numeric value
			5 -1/.N=Not Applicable
			638 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	A2ECMCNT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: ECLS-B Math Highest Number counted of 20	2672	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2672	<b>Mean</b>	11.15
<b>Minimum</b>	0	<b>Maximum</b>	20
<b>Name</b>	A2ECMIRT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: IRT Subtest Score, ECLS-B items only	2672	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2672	<b>Mean</b>	9.61
<b>Minimum</b>	3.01	<b>Maximum</b>	25.01
<b>Name</b>	A2ECNSPR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: Profncy Prob 1-ECLS-B Math Num & Shape	2672	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2672	<b>Mean</b>	0.45
<b>Minimum</b>	0	<b>Maximum</b>	1
<b>Name</b>	A2ECP2WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: ECLS-B Math T Sc w/sprng 07 par/ch wgts	2672	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2672	<b>Mean</b>	49.71
<b>Minimum</b>	24.35	<b>Maximum</b>	88.5
<b>Name</b>	A2HEIGHT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: Child Height in inches Composite	2833	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2833	<b>Mean</b>	41.35
<b>Minimum</b>	34.65	<b>Maximum</b>	48.43
<b>Name</b>	A2LANGER	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: Flag for children assessed in the wrong language	2816	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2844	<b>Mean</b>	28 1=Yes
<b>Minimum</b>		<b>Maximum</b>	471 .=System Missing
<b>Name</b>	A2LNGSCR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: Passed Language Screener	178	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	475	<b>Mean</b>	297 1=Yes
<b>Minimum</b>		<b>Maximum</b>	464 .=System Missing
			2376 -1/.N=Not Applicable
<b>Name</b>	A2MATIRT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: IRT Score, WJ Appld Probs & ECLS-B Math	2672	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2672	<b>Mean</b>	18.28
<b>Minimum</b>	3.88	<b>Maximum</b>	43.71

## Codebook for Child-Level PUF, continued

<b>Name</b>	A2ORG	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: Assessor reported organization/impulse control	2851	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2851	<b>Mean</b>	15.51
<b>Minimum</b>	0	<b>Maximum</b>	24
<b>Name</b>	A2PPVT4R	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: PPVT-4 Raw Score	2817	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2817	<b>Mean</b>	48.07
<b>Minimum</b>	0	<b>Maximum</b>	131
<b>Name</b>	A2PPVT4S	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: PPVT- 4 Standard Score	2817	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2817	<b>Mean</b>	83.15
<b>Minimum</b>	20	<b>Maximum</b>	150
<b>Name</b>	A2PPVT4W	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: PPVT- 4 W (GSV)	2817	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2817	<b>Mean</b>	102.25
<b>Minimum</b>	12	<b>Maximum</b>	161
<b>Name</b>	A2PPVTNB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: No basal in PPVT-4	2766	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2844	<b>Mean</b>	78 1=Yes
<b>Minimum</b>		<b>Maximum</b>	471 .=System Missing
<b>Name</b>	A2PPVTNC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: No Ceiling in PPVT-4	2839	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2844	<b>Mean</b>	5 1=Yes
<b>Minimum</b>		<b>Maximum</b>	471 .=System Missing
<b>Name</b>	A2SCREEN	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: Language Screener Score	475	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	475	<b>Mean</b>	7.54
<b>Minimum</b>	0	<b>Maximum</b>	20
<b>Name</b>	A2SIMON	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: Simon Says Score	2851	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2851	<b>Mean</b>	7.06
<b>Minimum</b>	0	<b>Maximum</b>	10

## Codebook for Child-Level PUF, continued

<b>Name</b>	A2SOC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: Assessor reported sociability	2851	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2851	<b>Mean</b>	11.80
<b>Minimum</b>	0	<b>Maximum</b>	15
<b>Name</b>	A2SPCERR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: Measurement Error Story/Print IRT score	2621	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2621	<b>Mean</b>	1.36
<b>Minimum</b>	0.92	<b>Maximum</b>	2.99
<b>Name</b>	A2SPCIRT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: Story/Print Concepts IRT scale score	2621	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2621	<b>Mean</b>	4.58
<b>Minimum</b>	0	<b>Maximum</b>	11.99
<b>Name</b>	A2SPCPRF	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: Story/Print Concepts Proficiency Score	2621	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2621	<b>Mean</b>	1.50
<b>Minimum</b>	1	<b>Maximum</b>	5
<b>Name</b>	A2TVIPNB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: No Basal Item	367	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	635	<b>Mean</b>	268 1=Yes
<b>Minimum</b>		<b>Maximum</b>	464 .=System Missing
			2216 -1/.N=Not Applicable
<b>Name</b>	A2TVIPNC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: No Ceiling Item	623	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	635	<b>Mean</b>	12 1=Yes
<b>Minimum</b>		<b>Maximum</b>	464 .=System Missing
			2216 -1/.N=Not Applicable
<b>Name</b>	A2TVIPR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: TVIP Raw Score	626	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	626	<b>Mean</b>	2216 -1/.N=Not Applicable
<b>Minimum</b>	0	<b>Maximum</b>	9 -9/.M=Missing
			464 SYSMIS/.
<b>Name</b>	A2TVIPS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: TVIP Standard Score	609	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	609	<b>Mean</b>	2216 -1/.N=Not Applicable
<b>Minimum</b>	55	<b>Maximum</b>	19 -9/.M=Missing
			471 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	A2WEIGHT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: Child Weight in pounds Composite	2801	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2801	<b>Mean</b>	40.58
<b>Minimum</b>	22.05	<b>Maximum</b>	66.8
<b>Name</b>	A2WJAPR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: WJ Applied Problems Raw Score	2677	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2677	<b>Mean</b>	7.64
<b>Minimum</b>	0	<b>Maximum</b>	24
<b>Name</b>	A2WJAPS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: WJ Applied Problems Standard Score	2483	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2483	<b>Mean</b>	90.01
<b>Minimum</b>	38	<b>Maximum</b>	154
<b>Name</b>	A2WJAPW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: WJ Applied Problems W Score	2483	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2483	<b>Mean</b>	386.55
<b>Minimum</b>	332	<b>Maximum</b>	458
<b>Name</b>	A2WJLWR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: WJ Letter Word Raw Score	2675	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2675	<b>Mean</b>	5.80
<b>Minimum</b>	0	<b>Maximum</b>	29
<b>Name</b>	A2WJLWS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: WJ Letter Word Standard Score	2600	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2600	<b>Mean</b>	98.48
<b>Minimum</b>	62	<b>Maximum</b>	165
<b>Name</b>	A2WJLWW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: WJ Letter Word W Ability Score	2600	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2600	<b>Mean</b>	319.96
<b>Minimum</b>	276	<b>Maximum</b>	427
<b>Name</b>	A2WJSR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: WJ Spelling Raw Score	2680	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2680	<b>Mean</b>	6.21
<b>Minimum</b>	0	<b>Maximum</b>	19

## Codebook for Child-Level PUF, continued

<b>Name</b>	A2WJSS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: WJ Spelling Standard Score	2635	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2635	<b>Mean</b>	95.96
<b>Minimum</b>	43	<b>Maximum</b>	151
			167 -1/.N=Not Applicable
			2 -9/.M=Missing
			511 SYSMIS/.
<b>Name</b>	A2WJSW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: WJ Spelling W Score	2635	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2635	<b>Mean</b>	361.32
<b>Minimum</b>	287	<b>Maximum</b>	451
			167 -1/.N=Not Applicable
			2 -9/.M=Missing
			511 SYSMIS/.
<b>Name</b>	A2WMAPR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: WM Applied Problems Raw Score	162	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	162	<b>Mean</b>	4.11
<b>Minimum</b>	0	<b>Maximum</b>	23
			2689 -1/.N=Not Applicable
			464 SYSMIS/.
<b>Name</b>	A2WMAPS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: WM Applied Problems Standard Score	129	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	129	<b>Mean</b>	80.59
<b>Minimum</b>	41	<b>Maximum</b>	124
			2689 -1/.N=Not Applicable
			497 SYSMIS/.
<b>Name</b>	A2WMAPW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: WM Applied Problems W Score	162	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	162	<b>Mean</b>	358.07
<b>Minimum</b>	318	<b>Maximum</b>	453
			2689 -1/.N=Not Applicable
			464 SYSMIS/.
<b>Name</b>	A2WMLWR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: WM Letter Word Raw Score	162	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	162	<b>Mean</b>	2.28
<b>Minimum</b>	0	<b>Maximum</b>	11
			2689 -1/.N=Not Applicable
			464 SYSMIS/.
<b>Name</b>	A2WMLWS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: WM Letter Word Standard Score	126	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	126	<b>Mean</b>	85.00
<b>Minimum</b>	64	<b>Maximum</b>	116
			2689 -1/.N=Not Applicable
			500 SYSMIS/.
<b>Name</b>	A2WMLWW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: WM Letter W Ability Score	162	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	162	<b>Mean</b>	290.52
<b>Minimum</b>	264	<b>Maximum</b>	349
			2689 -1/.N=Not Applicable
			464 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	A2WMSR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: WM Spelling Raw Score	162	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	162	<b>Mean</b>	4.24
<b>Minimum</b>	0	<b>Maximum</b>	16
<b>Name</b>	A2WSS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: WM Spelling Standard Score	157	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	157	<b>Mean</b>	88.73
<b>Minimum</b>	41	<b>Maximum</b>	120
<b>Name</b>	A2WMSW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: WM Spelling W Score	162	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	162	<b>Mean</b>	339.72
<b>Minimum</b>	277	<b>Maximum</b>	437
<b>Name</b>	A3ACT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: Assessor reported activity level	2087	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2087	<b>Mean</b>	8.98
<b>Minimum</b>	0	<b>Maximum</b>	12
<b>Name</b>	A3ARTSHO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: Art Show Score	556	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	556	<b>Mean</b>	7.73
<b>Minimum</b>	0	<b>Maximum</b>	10
<b>Name</b>	A3ATT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: Assessor reported attention level	2087	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2087	<b>Mean</b>	22.38
<b>Minimum</b>	0	<b>Maximum</b>	30
<b>Name</b>	A3BMI	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: Child BMI Composite	1997	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1997	<b>Mean</b>	16.65
<b>Minimum</b>	10.26	<b>Maximum</b>	23.49
<b>Name</b>	A3BMICAT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3:Child BMI Categories	49	1=Child is Underweight
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1992	<b>Mean</b>	1207 2=Child is Normal weight
<b>Minimum</b>		<b>Maximum</b>	406 3=Child is at Risk of Overweight
			330 4=Child is Overweight
			1233 .=System Missing
			90 -9/.M=Not Ascertained

## Codebook for Child-Level PUF, continued

<b>Name</b>	A3CAGE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: Child Assessment Age in Months	2086	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2086	<b>Mean</b>	64.82
<b>Minimum</b>	50	<b>Maximum</b>	97
<b>Name</b>	A3CSIS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: Interpolated Leiter Examiner Cognit/Soc Stand Score	2072	0=No 15 1=Yes
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2087	<b>Mean</b>	1228
<b>Minimum</b>		<b>Maximum</b>	.=System Missing
<b>Name</b>	A3CSR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: Letter Examiner Cognitive Social Raw Score	2087	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2087	<b>Mean</b>	61.86
<b>Minimum</b>	0	<b>Maximum</b>	81
<b>Name</b>	A3CSS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: Letter Examiner Cognitive Social Standard Score	2087	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2087	<b>Mean</b>	93.18
<b>Minimum</b>	40	<b>Maximum</b>	117
<b>Name</b>	A3ECMATH	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: ECLS-B Math Theta (ability estimate)	618	valid negative number
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2054	<b>Mean</b>	0.51
<b>Minimum</b>	-2.44	<b>Maximum</b>	3.51
<b>Name</b>	A3ECMCNT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: ECLS-B Response to count-to-20 item	2054	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2054	<b>Mean</b>	14.79
<b>Minimum</b>	0	<b>Maximum</b>	20
<b>Name</b>	A3ECMIRT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: IRT Subtest Score, ECLS-B items only	2054	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2054	<b>Mean</b>	14.63
<b>Minimum</b>	3.04	<b>Maximum</b>	27.35
<b>Name</b>	A3ECNSPR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: Profncy Prob 1-ECLS-B Math Num & Shape	2054	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2054	<b>Mean</b>	0.79
<b>Minimum</b>	0	<b>Maximum</b>	1

## Codebook for Child-Level PUF, continued

<b>Name</b>	A3ECP3WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: ECLS-B Math T Sc w/sprng 08 par/ch wghts	2054	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2054	<b>Mean</b>	49.31
<b>Minimum</b>	17.68	<b>Maximum</b>	81.48
<b>Name</b>	A3HEIGHT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: Child Height in inches Composite	2074	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2074	<b>Mean</b>	44.05
<b>Minimum</b>	37.2	<b>Maximum</b>	51.57
<b>Name</b>	A3LNGSCR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: Passed Language Screener	30	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	556	<b>Mean</b>	526 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1228 .=System Missing
			1531 -1/.N=Not Applicable
<b>Name</b>	A3MATIRT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: IRT Score, WJ Appld Probs & ECLS-B Math	2054	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2054	<b>Mean</b>	28.72
<b>Minimum</b>	3.83	<b>Maximum</b>	53.17
<b>Name</b>	A3ORG	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: Assessor reported organization/impulse control	2087	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2087	<b>Mean</b>	17.88
<b>Minimum</b>	0	<b>Maximum</b>	24
<b>Name</b>	A3PPVT4R	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: PPVT-4 Raw Score	2077	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2077	<b>Mean</b>	73.15
<b>Minimum</b>	2	<b>Maximum</b>	147
<b>Name</b>	A3PPVT4S	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: PPVT- 4 Standard Score	2077	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2077	<b>Mean</b>	89.08
<b>Minimum</b>	20	<b>Maximum</b>	150
<b>Name</b>	A3PPVT4W	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: PPVT- 4 W (GSV)	2077	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2077	<b>Mean</b>	121.56
<b>Minimum</b>	37	<b>Maximum</b>	172

## Codebook for Child-Level PUF, continued

<b>Name</b>	A3PPVTNB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: No basal in PPVT-4	2067	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2082	<b>Mean</b>	15 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1233 .=-System Missing
<b>Name</b>	A3PPVTNC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: No Ceiling in PPVT-4	2077	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2082	<b>Mean</b>	5 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1233 .=-System Missing
<b>Name</b>	A3SCREEN	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: Language Screener Score	556	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	556	<b>Mean</b>	15.22
<b>Minimum</b>	0	<b>Maximum</b>	20
<b>Name</b>	A3SIMON	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: Simon Says Score	2087	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2087	<b>Mean</b>	8.69
<b>Minimum</b>	0	<b>Maximum</b>	10
<b>Name</b>	A3SOC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: Assessor reported sociability	2087	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2087	<b>Mean</b>	12.61
<b>Minimum</b>	0	<b>Maximum</b>	15
<b>Name</b>	A3SPCERR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: Measurement Error Story/Print IRT score	2052	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2052	<b>Mean</b>	1.16
<b>Minimum</b>	0.92	<b>Maximum</b>	3.09
<b>Name</b>	A3SPCIRT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: Story/Print Concepts IRT scale score	2052	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2052	<b>Mean</b>	7.02
<b>Minimum</b>	0	<b>Maximum</b>	14
<b>Name</b>	A3SPCPRF	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: Story/Print Concepts Proficiency Score	2082	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2082	<b>Mean</b>	2.68
<b>Minimum</b>	1	<b>Maximum</b>	5

## Codebook for Child-Level PUF, continued

<b>Name</b>	A3TVIPNB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: No Basal Item	484	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	539	<b>Mean</b>	55 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1229 .=System Missing
			1547 -1/.N=Not Applicable
<b>Name</b>	A3TVIPNC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: No Ceiling Item	538	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	539	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1229 .=System Missing
			1547 -1/.N=Not Applicable
<b>Name</b>	A3TVIPR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: TVIP Raw Score	500	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	500	<b>Mean</b>	21.25
<b>Minimum</b>	1	<b>Maximum</b>	56
			1547 -1/.N=Not Applicable
			39 -9/.M=Missing
			1229 SYSMIS/.
<b>Name</b>	A3TVIPS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: TVIP Standard Score	477	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	477	<b>Mean</b>	78.70
<b>Minimum</b>	55	<b>Maximum</b>	128
			1547 -1/.N=Not Applicable
			62 -9/.M=Missing
			1229 SYSMIS/.
<b>Name</b>	A3TVIPPE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: No Basal in TVIP (Programming Error)	229	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	539	<b>Mean</b>	310 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1229 .=System Missing
			1547 -1/.N=Not Applicable
<b>Name</b>	A3WEIGHT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: Child Weight in pounds Composite	2040	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2040	<b>Mean</b>	46.42
<b>Minimum</b>	24.69	<b>Maximum</b>	78.26
			47 -9/.M=Missing
			1228 SYSMIS/.
<b>Name</b>	A3WJAPR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: WJ Applied Problems Raw Score	2055	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2055	<b>Mean</b>	12.86
<b>Minimum</b>	0	<b>Maximum</b>	29
			30 -1/.N=Not Applicable
			2 -9/.M=Missing
			1228 SYSMIS/.
<b>Name</b>	A3WJAPS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: WJ Applied Problems Standard Score	2025	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2025	<b>Mean</b>	91.29
<b>Minimum</b>	39	<b>Maximum</b>	137
			30 -1/.N=Not Applicable
			2 -9/.M=Missing
			1258 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	A3WJAPW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: WJ Applied Problems W Score	2025	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2025	<b>Mean</b>	409.97
<b>Minimum</b>	332	<b>Maximum</b>	481
			30 -1/.N=Not Applicable
			2 -9/.M=Missing
			1258 SYSMIS/.
<b>Name</b>	A3WJLWR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: WJ Letter Word Raw Score	2053	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2053	<b>Mean</b>	12.95
<b>Minimum</b>	0	<b>Maximum</b>	46
			30 -1/.N=Not Applicable
			4 -9/.M=Missing
			1228 SYSMIS/.
<b>Name</b>	A3WJLWS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: WJ Letter Word Standard Score	2044	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2044	<b>Mean</b>	102.85
<b>Minimum</b>	60	<b>Maximum</b>	160
			30 -1/.N=Not Applicable
			4 -9/.M=Missing
			1237 SYSMIS/.
<b>Name</b>	A3WJLWW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: WJ Letter Word W Ability Score	2044	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2044	<b>Mean</b>	356.98
<b>Minimum</b>	276	<b>Maximum</b>	486
			30 -1/.N=Not Applicable
			4 -9/.M=Missing
			1237 SYSMIS/.
<b>Name</b>	A3WJSR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: WJ Spelling Raw Score	2057	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2057	<b>Mean</b>	10.91
<b>Minimum</b>	0	<b>Maximum</b>	28
			30 -1/.N=Not Applicable
			1228 SYSMIS/.
<b>Name</b>	A3WJSS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: WJ Spelling Standard Score	2046	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2046	<b>Mean</b>	101.96
<b>Minimum</b>	43	<b>Maximum</b>	146
			30 -1/.N=Not Applicable
			1239 SYSMIS/.
<b>Name</b>	A3WJSW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: WJ Spelling W Score	2046	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2046	<b>Mean</b>	400.66
<b>Minimum</b>	287	<b>Maximum</b>	485
			30 -1/.N=Not Applicable
			1239 SYSMIS/.
<b>Name</b>	A3WJWAR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: WJ Word Attack Raw Score	886	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	886	<b>Mean</b>	4.76
<b>Minimum</b>	0	<b>Maximum</b>	25
			1182 -1/.N=Not Applicable
			7 -9/.M=Missing
			1240 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	A3WJWAS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: WJ Word Attack Standard Score	878	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	878	<b>Mean</b>	113.69
<b>Minimum</b>	65	<b>Maximum</b>	152
		1182	-1/.N=Not Applicable
		7	-9/.M=Missing
		1248	SYSMIS/.
<b>Name</b>	A3WJWAW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: WJ Word Attack W Score	878	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	878	<b>Mean</b>	435.18
<b>Minimum</b>	377	<b>Maximum</b>	510
		1182	-1/.N=Not Applicable
		7	-9/.M=Missing
		1248	SYSMIS/.
<b>Name</b>	A3WMAPR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: WM Applied Problems Raw Score	29	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	29	<b>Mean</b>	7.24
<b>Minimum</b>	0	<b>Maximum</b>	20
		2057	-1/.N=Not Applicable
		1229	SYSMIS/.
<b>Name</b>	A3WMAPS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: WM Applied Problems Standard Score	24	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	24	<b>Mean</b>	82.25
<b>Minimum</b>	54	<b>Maximum</b>	109
		2057	-1/.N=Not Applicable
		1234	SYSMIS/.
<b>Name</b>	A3WMAPW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: WM Applied Problems W Score	29	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	29	<b>Mean</b>	376.97
<b>Minimum</b>	318	<b>Maximum</b>	440
		2057	-1/.N=Not Applicable
		1229	SYSMIS/.
<b>Name</b>	A3WMLWR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: WM Letter Word Raw Score	29	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	29	<b>Mean</b>	5.79
<b>Minimum</b>	0	<b>Maximum</b>	31
		2057	-1/.N=Not Applicable
		1229	SYSMIS/.
<b>Name</b>	A3WMLWS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: WM Letter Word Standard Score	26	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	26	<b>Mean</b>	89.00
<b>Minimum</b>	68	<b>Maximum</b>	133
		2057	-1/.N=Not Applicable
		1232	SYSMIS/.
<b>Name</b>	A3WMLWW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: WM Letter Word W Ability Score	29	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	29	<b>Mean</b>	314.28
<b>Minimum</b>	264	<b>Maximum</b>	434
		2057	-1/.N=Not Applicable
		1229	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	A3WMSR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: WM Spelling Raw Score	29	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	29	<b>Mean</b>	6.79
<b>Minimum</b>	0	<b>Maximum</b>	16
<b>Name</b>	A3WMSS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: WM Spelling Standard Score	27	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	27	<b>Mean</b>	91.63
<b>Minimum</b>	75	<b>Maximum</b>	118
<b>Name</b>	A3WMSW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: WM Spelling W Score	29	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	29	<b>Mean</b>	365.52
<b>Minimum</b>	277	<b>Maximum</b>	437
<b>Name</b>	A3WMWAR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: WM Word Attack Raw Score	5	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	5	<b>Mean</b>	5.80
<b>Minimum</b>	0	<b>Maximum</b>	20
<b>Name</b>	A3WMWAS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: WM Word Attack Standard Score	4	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	4	<b>Mean</b>	115.25
<b>Minimum</b>	85	<b>Maximum</b>	153
<b>Name</b>	A3WMWAW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: WM Word Attack W Score	5	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	5	<b>Mean</b>	422.80
<b>Minimum</b>	364	<b>Maximum</b>	498
<b>Name</b>	A4ACT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: Assessor reported activity level	996	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	996	<b>Mean</b>	9.26
<b>Minimum</b>	0	<b>Maximum</b>	12
<b>Name</b>	A4ARTSHO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: Art Show Score	50	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	50	<b>Mean</b>	7.88
<b>Minimum</b>	0	<b>Maximum</b>	10

## Codebook for Child-Level PUF, continued

<b>Name</b>	A4ATT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: Assessor reported attention level	996	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	996	<b>Mean</b>	22.87
<b>Minimum</b>	0	<b>Maximum</b>	30
<b>Name</b>	A4BMI	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: Child BMI Composite	959	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	959	<b>Mean</b>	16.89
<b>Minimum</b>	9.66	<b>Maximum</b>	25.76
<b>Name</b>	A4BMICAT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4:Child BMI Categories	40	1=Child is Underweight
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	957	<b>Mean</b>	166
<b>Minimum</b>		<b>Maximum</b>	180
			2=Child is Normal weight
			3=Child is at Risk of Overweight
			4=Child is Overweight
			2321 .=System Missing
			37 -9/.M=Not Ascertained
<b>Name</b>	A4CAGE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: Child Assessment Age in Months	996	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	996	<b>Mean</b>	72.04
<b>Minimum</b>	63	<b>Maximum</b>	82
<b>Name</b>	A4CSIS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: Interpolated Leiter Examiner Cognit/Soc Stand Score	992	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	996	<b>Mean</b>	4
<b>Minimum</b>		<b>Maximum</b>	1=Yes
			2319 .=System Missing
<b>Name</b>	A4CSR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: Letter Examiner Cognitive Social Raw Score	996	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	996	<b>Mean</b>	63.20
<b>Minimum</b>	0	<b>Maximum</b>	81
<b>Name</b>	A4CSS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: Letter Examiner Cognitive Social Standard Score	996	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	996	<b>Mean</b>	93.88
<b>Minimum</b>	40	<b>Maximum</b>	117

## Codebook for Child-Level PUF, continued

<b>Name</b>	A4ECMATH	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: A4:ECLS-B Math Theta (ability estimate)	52	valid negative number
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	993	<b>Mean</b>	1.30
<b>Minimum</b>	-2.09	<b>Maximum</b>	3.46
<b>Name</b>	A4ECMCNT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: A4:ECLS-B Response to count to 20 item	993	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	993	<b>Mean</b>	18.05
<b>Minimum</b>	0	<b>Maximum</b>	20
<b>Name</b>	A4ECMIRT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: A4:IRT Subtest Score, ECLS-B items only	993	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	993	<b>Mean</b>	18.87
<b>Minimum</b>	3.57	<b>Maximum</b>	27.26
<b>Name</b>	A4ECNSPR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: A4:Profncy Prob 1-ECLS-B Math Num & Shape	993	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	993	<b>Mean</b>	0.95
<b>Minimum</b>	0.01	<b>Maximum</b>	1
<b>Name</b>	A4ECP4WT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: A4;ECLS-B Math T Sc w/fall 06 par+ wgts	993	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	993	<b>Mean</b>	50.05
<b>Minimum</b>	5.21	<b>Maximum</b>	78.59
<b>Name</b>	A4HEIGHT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: Child Height in inches Composite	981	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	981	<b>Mean</b>	45.92
<b>Minimum</b>	37.8	<b>Maximum</b>	53.94
<b>Name</b>	A4LNGSCR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: Passed Language Screener	2	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	50	<b>Mean</b>	48 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2319 .=System Missing
			946 -1/.N=Not Applicable
<b>Name</b>	A4MATIRT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: A4:IRT Score WJ AAold Oribis & ECLS-B Math	993	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	993	<b>Mean</b>	36.90
<b>Minimum</b>	5.04	<b>Maximum</b>	52.82

## Codebook for Child-Level PUF, continued

<b>Name</b>	A4ORG	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: Assessor reported organization/impulse control	996	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	996	<b>Mean</b>	18.38
<b>Minimum</b>	0	<b>Maximum</b>	24

<b>Name</b>	A4PPVT4R	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: PPVT-4 Raw Score	993	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	993	<b>Mean</b>	89.38
<b>Minimum</b>	11	<b>Maximum</b>	155

<b>Name</b>	A4PPVT4S	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: PPVT- 4 Standard Score	993	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	993	<b>Mean</b>	92.88
<b>Minimum</b>	41	<b>Maximum</b>	145

<b>Name</b>	A4PPVT4W	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: PPVT- 4 W (GSV)	993	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	993	<b>Mean</b>	133.04
<b>Minimum</b>	66	<b>Maximum</b>	178

<b>Name</b>	A4SCREEN	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: Language Screener Score	50	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	50	<b>Mean</b>	15.64
<b>Minimum</b>	1	<b>Maximum</b>	20

<b>Name</b>	A4SIMON	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: Simon Says Score	996	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	996	<b>Mean</b>	9.45
<b>Minimum</b>	0	<b>Maximum</b>	10

<b>Name</b>	A4SOC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: Assessor reported sociability	996	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	996	<b>Mean</b>	12.69
<b>Minimum</b>	0	<b>Maximum</b>	15

<b>Name</b>	A4SPCERR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: Measurement Error Story/Print IRT score	973	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	973	<b>Mean</b>	1.18
<b>Minimum</b>	0.93	<b>Maximum</b>	2.94

## Codebook for Child-Level PUF, continued

<b>Name</b>	A4SPCIRT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: Story/Print Concepts IRT scale score	973	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	973	<b>Mean</b>	9.10
<b>Minimum</b>	2.1	<b>Maximum</b>	14.03
<b>Name</b>	A4SPCPRF	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: Highest level student passed using Westat vars	993	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	993	<b>Mean</b>	3.58
<b>Minimum</b>	1	<b>Maximum</b>	5
<b>Name</b>	A4TVIPNB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: No Basal Item	60	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	61	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	A4TVIPPE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: No Basal in TVIP (Programming Error)	61	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	241	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	A4TVIPR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: TVIP Raw Score	169	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	169	<b>Mean</b>	24.01
<b>Minimum</b>	1	<b>Maximum</b>	53
<b>Name</b>	A4TVIPS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: TVIP Standard Score	152	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	152	<b>Mean</b>	77.82
<b>Minimum</b>	55	<b>Maximum</b>	111
<b>Name</b>	A4WEIGHT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: Child Weight in pounds Composite	986	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	986	<b>Mean</b>	51.46
<b>Minimum</b>	27.12	<b>Maximum</b>	110.23
<b>Name</b>	A4WJAPR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: WJ Applied Problems Raw Score	993	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	993	<b>Mean</b>	16.84
<b>Minimum</b>	0	<b>Maximum</b>	28

## Codebook for Child-Level PUF, continued

<b>Name</b>	A4WJAPS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: WJ Applied Problems Standard Score	987	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	987	<b>Mean</b>	94.80
<b>Minimum</b>	30	<b>Maximum</b>	135
		1	-9/.M=Missing
		2327	SYSMIS/.

<b>Name</b>	A4WJAPW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: WJ Applied Problems W Score	987	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	987	<b>Mean</b>	427.20
<b>Minimum</b>	332	<b>Maximum</b>	476
		1	-9/.M=Missing
		2327	SYSMIS/.

<b>Name</b>	A4WJLWR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: WJ Letter Word Raw Score	994	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	994	<b>Mean</b>	19.47
<b>Minimum</b>	0	<b>Maximum</b>	44
		2321	SYSMIS/.

<b>Name</b>	A4WJLWS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: WJ Letter Word Standard Score	992	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	992	<b>Mean</b>	107.04
<b>Minimum</b>	52	<b>Maximum</b>	149
		2323	SYSMIS/.

<b>Name</b>	A4WJLWW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: WJ Letter Word W Ability Score	992	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	992	<b>Mean</b>	388.09
<b>Minimum</b>	276	<b>Maximum</b>	480
		2323	SYSMIS/.

<b>Name</b>	A4WJSR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: WJ Spelling Raw Score	994	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	994	<b>Mean</b>	14.58
<b>Minimum</b>	0	<b>Maximum</b>	29
		2321	SYSMIS/.

<b>Name</b>	A4WJSS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: WJ Spelling Standard Score	991	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	991	<b>Mean</b>	107.54
<b>Minimum</b>	24	<b>Maximum</b>	149
		2324	SYSMIS/.

<b>Name</b>	A4WJSW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: WJ Spelling W Score	991	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	991	<b>Mean</b>	427.06
<b>Minimum</b>	287	<b>Maximum</b>	488
		2324	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	A4WJWAR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: WJ Word Attack Raw Score	986	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	986	<b>Mean</b>	4.83
<b>Minimum</b>	0	<b>Maximum</b>	23
<b>Name</b>	A4WJWAS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: WJ Word Attack Standard Score	977	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	977	<b>Mean</b>	113.12
<b>Minimum</b>	67	<b>Maximum</b>	154
<b>Name</b>	A4WJAWW	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: WJ Word Attack W Score	977	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	977	<b>Mean</b>	437.75
<b>Minimum</b>	377	<b>Maximum</b>	505
<b>Name</b>	R1ATTUDE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Teacher repted PLBS-attitude to learning score	3155	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3155	<b>Mean</b>	50.00
<b>Minimum</b>	6.03	<b>Maximum</b>	60.83
<b>Name</b>	R1BAGGR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Teacher repted behav probs-disrupt aggress score	3151	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3151	<b>Mean</b>	1.54
<b>Minimum</b>	0	<b>Maximum</b>	8
<b>Name</b>	R1BHYPER	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Teacher reported behavior probs-hyperactive score	3155	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3155	<b>Mean</b>	3.14
<b>Minimum</b>	0	<b>Maximum</b>	12
<b>Name</b>	R1BPROB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Teacher reported behavior probs-total score	3155	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3155	<b>Mean</b>	7.07
<b>Minimum</b>	0	<b>Maximum</b>	33
<b>Name</b>	R1BWITH	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Teacher reported behavior probs-withdrawn score	3151	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3151	<b>Mean</b>	1.55
<b>Minimum</b>	0	<b>Maximum</b>	12

## Codebook for Child-Level PUF, continued

<b>Name</b>	R1MOTIVE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Teacher reported PLBS-competence motivation score	3155	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3155	<b>Mean</b>	50.00
<b>Minimum</b>	4.5	<b>Maximum</b>	62.34

<b>Name</b>	R1PRSIST	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Teacher reported PLBS-attention/persistence score	3155	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3155	<b>Mean</b>	50.00
<b>Minimum</b>	15.28	<b>Maximum</b>	61.65

<b>Name</b>	R1SSRS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Teacher reported social skills score	3154	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3154	<b>Mean</b>	15.39
<b>Minimum</b>	0	<b>Maximum</b>	24

<b>Name</b>	R1TPELS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Teacher reported child literacy behaviors	3155	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3155	<b>Mean</b>	2.62
<b>Minimum</b>	0	<b>Maximum</b>	7

<b>Name</b>	R1TPLBS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Teacher reported PLBS score	3155	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3155	<b>Mean</b>	50.00
<b>Minimum</b>	10.91	<b>Maximum</b>	62.99

<b>Name</b>	R2ATTUDE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Teachr reported PLBS-attitude toward learning scr	2781	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2781	<b>Mean</b>	50.70
<b>Minimum</b>	6.03	<b>Maximum</b>	60.83

<b>Name</b>	R2BAGGR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Teachr reprtd behavior problms-disrupt aggress scr	2781	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2781	<b>Mean</b>	1.44
<b>Minimum</b>	0	<b>Maximum</b>	8

<b>Name</b>	R2BHYPE2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Teacher reported behavior probs-hyperactive Westat	2781	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2781	<b>Mean</b>	1.27
<b>Minimum</b>	0	<b>Maximum</b>	6

## Codebook for Child-Level PUF, continued

<b>Name</b>	R2BHYPER	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Teacher reported behavior probs-hyperactive score	2782	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2782	<b>Mean</b>	2.77
<b>Minimum</b>	0	<b>Maximum</b>	12
<b>Name</b>	R2BPROB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Teacher reported behavior probs-total score	2782	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2782	<b>Mean</b>	6.41
<b>Minimum</b>	0	<b>Maximum</b>	35
<b>Name</b>	R2BPROB2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Teacher reported behavior probs-total score Westat	2781	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2781	<b>Mean</b>	4.91
<b>Minimum</b>	0	<b>Maximum</b>	30
<b>Name</b>	R2BWITH	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Teacher reported behavior probs-withdrawn score	2781	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2781	<b>Mean</b>	1.51
<b>Minimum</b>	0	<b>Maximum</b>	12
<b>Name</b>	R2MOTIVE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Teacher reported PLBS-competence motivation score	2781	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2781	<b>Mean</b>	50.56
<b>Minimum</b>	12.39	<b>Maximum</b>	62.34
<b>Name</b>	R2PRSIST	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Teacher reported PLBS-attention/persistence score	2781	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2781	<b>Mean</b>	51.31
<b>Minimum</b>	15.28	<b>Maximum</b>	61.65
<b>Name</b>	R2SSRS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Teacher reported social skills score	2781	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2781	<b>Mean</b>	17.40
<b>Minimum</b>	0	<b>Maximum</b>	24
<b>Name</b>	R2TPELS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Teacher reported child literacy behaviors	2784	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2784	<b>Mean</b>	4.43
<b>Minimum</b>	0	<b>Maximum</b>	7

## Codebook for Child-Level PUF, continued

<b>Name</b>	R2TPLBS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Teacher reported PLBS score	2781	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2781	<b>Mean</b>	50.85
<b>Minimum</b>	12.1	<b>Maximum</b>	62.99
<b>Name</b>	R3ATTUDE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Teachr reprtd PLBS-attitude toward learning score	1140	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1140	<b>Mean</b>	52.15
<b>Minimum</b>	13.86	<b>Maximum</b>	60.83
<b>Name</b>	R3BAGGR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Teachr reprtd behavior probs-disrupt aggress scr	1140	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1140	<b>Mean</b>	1.27
<b>Minimum</b>	0	<b>Maximum</b>	8
<b>Name</b>	R3BHYPE2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Teacher reported behavior probs-hyperactive Westat	1140	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1140	<b>Mean</b>	1.04
<b>Minimum</b>	0	<b>Maximum</b>	6
<b>Name</b>	R3BHYPER	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Teacher reported behavior probs-hyperactive score	1140	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1140	<b>Mean</b>	2.16
<b>Minimum</b>	0	<b>Maximum</b>	12
<b>Name</b>	R3BPROB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Teacher reported behavior probs-total score	1140	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1140	<b>Mean</b>	5.21
<b>Minimum</b>	0	<b>Maximum</b>	28
<b>Name</b>	R3BPROB2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Teacher reported behavior probs-total score Westat	1140	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1140	<b>Mean</b>	3.82
<b>Minimum</b>	0	<b>Maximum</b>	24

## Codebook for Child-Level PUF, continued

<b>Name</b>	R3BWITH	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Teacher reported behavior probs-withdrawn score	1140	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1140	<b>Mean</b>	1.28
<b>Minimum</b>	0	<b>Maximum</b>	10
		1015	-1/.N=Not Applicable
		1160	SYSMIS/.

<b>Name</b>	R3MOTIVE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Teacher reported PLBS-competence motivation score	1140	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1140	<b>Mean</b>	52.64
<b>Minimum</b>	7.13	<b>Maximum</b>	62.34
		1015	-1/.N=Not Applicable
		1160	SYSMIS/.

<b>Name</b>	R3PRSIST	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Teacher reported PLBS-attention/persistence score	1140	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1140	<b>Mean</b>	53.42
<b>Minimum</b>	20.44	<b>Maximum</b>	61.65
		1015	-1/.N=Not Applicable
		1160	SYSMIS/.

<b>Name</b>	R3SSRS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Teacher reported social skills score	1139	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1139	<b>Mean</b>	18.38
<b>Minimum</b>	5	<b>Maximum</b>	24
		1015	-1/.N=Not Applicable
		1161	SYSMIS/.

<b>Name</b>	R3TPELS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Teacher reported child literacy behaviors	1140	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1140	<b>Mean</b>	5.59
<b>Minimum</b>	0	<b>Maximum</b>	7
		1015	-1/.N=Not Applicable
		1160	SYSMIS/.

<b>Name</b>	R3TPLBS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Teacher reported PLBS score	1140	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1140	<b>Mean</b>	52.96
<b>Minimum</b>	16.83	<b>Maximum</b>	62.99
		1015	-1/.N=Not Applicable
		1160	SYSMIS/.

<b>Name</b>	KR3ATUDE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3:Tcher reported PLBS-attitude toward learning score	649	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	649	<b>Mean</b>	52.83
<b>Minimum</b>	13.86	<b>Maximum</b>	60.83
		1211	-1/.N=Not Applicable
		1455	SYSMIS/.

<b>Name</b>	KR3BAGGR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3:Tcher reported behav probs-disrupt aggress score	649	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	649	<b>Mean</b>	1.32
<b>Minimum</b>	0	<b>Maximum</b>	8
		1211	-1/.N=Not Applicable
		1455	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	KR3BHYP2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3:Tcher reported behav probs-hyperactive Westat	649	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	649	<b>Mean</b>	1.50
<b>Minimum</b>	0	<b>Maximum</b>	6
		1211	-1/.N=Not Applicable
		1455	SYSMIS/.

<b>Name</b>	KR3BHYPE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3:Tcher reported behavior probs-hyperactive score	649	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	649	<b>Mean</b>	3.02
<b>Minimum</b>	0	<b>Maximum</b>	12
		1211	-1/.N=Not Applicable
		1455	SYSMIS/.

<b>Name</b>	KR3BPROB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3:Tcher reported behavior probs-total score	649	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	649	<b>Mean</b>	6.97
<b>Minimum</b>	0	<b>Maximum</b>	29
		1211	-1/.N=Not Applicable
		1455	SYSMIS/.

<b>Name</b>	KR3BPRB2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3:Tcher reported behavior probs-total score Westat	649	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	649	<b>Mean</b>	4.99
<b>Minimum</b>	0	<b>Maximum</b>	23
		1211	-1/.N=Not Applicable
		1455	SYSMIS/.

<b>Name</b>	KR3BWITH	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3:Tcher reported behavior probs-withdrawn score	649	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	649	<b>Mean</b>	1.84
<b>Minimum</b>	0	<b>Maximum</b>	10
		1211	-1/.N=Not Applicable
		1455	SYSMIS/.

<b>Name</b>	KR3MOTIV	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3:Tcher reported PLBS-competence motivation score	649	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	649	<b>Mean</b>	51.44
<b>Minimum</b>	9.76	<b>Maximum</b>	62.34
		1211	-1/.N=Not Applicable
		1455	SYSMIS/.

<b>Name</b>	KR3PRSST	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3:Tcher reported PLBS-attention/persistence score	649	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	649	<b>Mean</b>	51.12
<b>Minimum</b>	20.44	<b>Maximum</b>	61.65
		1211	-1/.N=Not Applicable
		1455	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	KR3SSRS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3:Tcher reported social skills score	648	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	648	<b>Mean</b>	18.00
<b>Minimum</b>	2	<b>Maximum</b>	24
<b>Name</b>	KR3TPLBS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3:Tcher reported PLBS score	649	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	649	<b>Mean</b>	51.84
<b>Minimum</b>	14.46	<b>Maximum</b>	62.99
<b>Name</b>	KR4ATUDE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4:Tcher reported PLBS-attitude toward learning score	782	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	782	<b>Mean</b>	53.29
<b>Minimum</b>	19.05	<b>Maximum</b>	61.32
<b>Name</b>	KR4BAGGR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4:Tcher reported behav probs-disrupt aggress score	783	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	783	<b>Mean</b>	1.46
<b>Minimum</b>	0	<b>Maximum</b>	8
<b>Name</b>	KR4BHYP2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4:Tcher reported behav probs-hyperactive Westat	783	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	783	<b>Mean</b>	1.41
<b>Minimum</b>	0	<b>Maximum</b>	6
<b>Name</b>	KR4BHYPE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4:Tcher reported behavior probs-hyperactive score	783	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	783	<b>Mean</b>	2.98
<b>Minimum</b>	0	<b>Maximum</b>	12
<b>Name</b>	KR4BPRB2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4:Tcher reported behavior probs-total score Westat	783	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	783	<b>Mean</b>	4.84
<b>Minimum</b>	0	<b>Maximum</b>	24
<b>Name</b>	KR4BPROB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4:Tcher reported behavior probs-total score	783	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	783	<b>Mean</b>	6.87
<b>Minimum</b>	0	<b>Maximum</b>	30

## Codebook for Child-Level PUF, continued

<b>Name</b>	KR4BWITH	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4:Tcher reported behavior probs-withdrawn score	783	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	783	<b>Mean</b>	1.66
<b>Minimum</b>	0	<b>Maximum</b>	12

2532 SYSMIS/.

<b>Name</b>	KR4MOTIV	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4:Tcher reported PLBS-competence motivation score	782	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	782	<b>Mean</b>	52.93
<b>Minimum</b>	11.55	<b>Maximum</b>	63.17

2533 SYSMIS/.

<b>Name</b>	KR4PRSST	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4:Tcher reported PLBS-attention/persistence score	782	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	782	<b>Mean</b>	51.98
<b>Minimum</b>	18.7	<b>Maximum</b>	62.84

2533 SYSMIS/.

<b>Name</b>	KR4SSRS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4:Tcher reported social skills score	777	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	777	<b>Mean</b>	17.96
<b>Minimum</b>	3	<b>Maximum</b>	24

2538 SYSMIS/.

<b>Name</b>	KR4TPLBS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4:Tcher reported PLBS score	782	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	782	<b>Mean</b>	52.98
<b>Minimum</b>	14.55	<b>Maximum</b>	64

2533 SYSMIS/.

<b>Name</b>	Pn_first	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Source round of "Pn" variables (1=F06,2=S07,3=S08)	3189	1=Fall 2006
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3266	<b>Mean</b>	67
<b>Minimum</b>		<b>Maximum</b>	10

67 2=Spring 2007

10 3=Spring 2008

49 -9/.M=Missing:noPI

<b>Name</b>	P1HHLAN2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1:Household Language:English, Spanish,Other	2311	0=English
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3251	<b>Mean</b>	777
<b>Minimum</b>		<b>Maximum</b>	163

777 1=Spanish

163 2=Other Language

64 SYSMIS/.

<b>Name</b>	P1ASSIST	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Multiple Public Assistance	1433	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3188	<b>Mean</b>	1755
<b>Minimum</b>		<b>Maximum</b>	125

1755 1=Yes

125 .=System Missing

2 -9/.M=Not Ascertained

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1CAUTSM	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child Autism or Pervasive Developmental Delay	3155	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3174	<b>Mean</b>	19 1=Yes
<b>Minimum</b>		<b>Maximum</b>	130 .=System Missing
			11 -9/.M=Not Ascertained
<b>Name</b>	P1CEMOTN	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child Emotional/Behavioral Disability	3160	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3174	<b>Mean</b>	14 1=Yes
<b>Minimum</b>		<b>Maximum</b>	130 .=System Missing
			11 -9/.M=Not Ascertained
<b>Name</b>	P1CHDISB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child Disability Status	2983	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3161	<b>Mean</b>	178 1=Yes
<b>Minimum</b>		<b>Maximum</b>	130 .=System Missing
			24 -9/.M=Not Ascertained
<b>Name</b>	P1CMULIM	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child Multiple Impairment	3137	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3174	<b>Mean</b>	37 1=Yes
<b>Minimum</b>		<b>Maximum</b>	130 .=System Missing
			11 -9/.M=Not Ascertained
<b>Name</b>	P1CORTHO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child Orthopedic Impairment	3152	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3184	<b>Mean</b>	32 1=Yes
<b>Minimum</b>		<b>Maximum</b>	130 .=System Missing
			1 -9/.M=Not Ascertained
<b>Name</b>	P1CRETRD	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child Mental Retardation or Cognitive Impairment	3163	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3174	<b>Mean</b>	11 1=Yes
<b>Minimum</b>		<b>Maximum</b>	130 .=System Missing
			11 -9/.M=Not Ascertained
<b>Name</b>	P1CSNSRY	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child Sensory Impairment	3143	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3166	<b>Mean</b>	23 1=Yes
<b>Minimum</b>		<b>Maximum</b>	130 .=System Missing
			19 -9/.M=Not Ascertained
<b>Name</b>	P1CSPLNG	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child Speech or Language Impairment	3054	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3177	<b>Mean</b>	123 1=Yes
<b>Minimum</b>		<b>Maximum</b>	130 .=System Missing
			8 -9/.M=Not Ascertained

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1CTRBR1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child Traumatic Brain Injury	3181	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3181	<b>Mean</b>	130 .=-System Missing
<b>Minimum</b>		<b>Maximum</b>	4 -9/.M=Not Ascertained

<b>Name</b>	P1DADEMP	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Father's Employment Status	1079	1=Working Full Time
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1498	<b>Mean</b>	190 2=Working Part Time
<b>Minimum</b>		<b>Maximum</b>	109 3=Looking for Work
			120 4=Not in Labor Force
			126 .=-System Missing
			1662 -1/.N=Not Applicable
			29 -9/.M=Not Ascertained

<b>Name</b>	P1DEPCAT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Parent Depress Score-CES-D Shrt Form Categories	1879	1=not depressed
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3186	<b>Mean</b>	709 2=mildly depressed
<b>Minimum</b>		<b>Maximum</b>	318 3=moderately depressed
			280 4=severely depressed
			129 .=-System Missing

<b>Name</b>	P1DEPSCO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Parent Depression Score - CES-D Short Form	3186	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3186	<b>Mean</b>	5.27
<b>Minimum</b>	0	<b>Maximum</b>	36
			129 SYSMIS/.

<b>Name</b>	P1ERREG	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Emergency room for routine medical care	3169	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3178	<b>Mean</b>	9 1=Yes
<b>Minimum</b>		<b>Maximum</b>	125 .=-System Missing
			12 -9/.M=Not Ascertained

<b>Name</b>	P1FDADED	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Revised Fall 2006 P1DADED Flag	3224	0=Not Revised
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3251	<b>Mean</b>	27 1=Revised
<b>Minimum</b>		<b>Maximum</b>	64 .=-System Missing

<b>Name</b>	P1FFAGE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Revised Fall 2006 P1FAGE Flag	3016	0=Not Revised
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3251	<b>Mean</b>	235 1=Revised
<b>Minimum</b>		<b>Maximum</b>	64 .=-System Missing

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1FHHLNG	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Revised Fall 2006 P1HHLANG Flag	3184	0=Not Revised
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3251	<b>Mean</b>	67 1=Revised
<b>Minimum</b>		<b>Maximum</b>	64 .=System Missing
<b>Name</b>	P1FHHRTO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Revised Fall 2006 P1HHRTIO Flag	3189	0=Not Revised
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3251	<b>Mean</b>	62 1=Revised
<b>Minimum</b>		<b>Maximum</b>	64 .=System Missing
<b>Name</b>	P1FMAGE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Revised Fall 2006 P1MAGE Flag	3178	0=Not Revised
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3251	<b>Mean</b>	73 1=Revised
<b>Minimum</b>		<b>Maximum</b>	64 .=System Missing
<b>Name</b>	P1FMARTL	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Revised Fall 2006 P1MARITL Flag	3129	0=Not Revised
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3251	<b>Mean</b>	122 1=Revised
<b>Minimum</b>		<b>Maximum</b>	64 .=System Missing
<b>Name</b>	P1FMOMED	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Revised Fall 2006 P1MOMED Flag	3190	0=Not Revised
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3251	<b>Mean</b>	61 1=Revised
<b>Minimum</b>		<b>Maximum</b>	64 .=System Missing
<b>Name</b>	P1FMRISK	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Family Risk Index	2994	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2994	<b>Mean</b>	1.73
<b>Minimum</b>	0	<b>Maximum</b>	4
<b>Name</b>	P1FMSTRC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Family Structure	1467	1=Bio/adoptive Mother and Father
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3190	<b>Mean</b>	1409 2=Bio/adoptive Mother Only
<b>Minimum</b>		<b>Maximum</b>	51 3=Bio/adoptive Father Only
			11 5=Non-bio Mother and Bio/adoptive Father
			126 6=Bio/adoptive Mother and Non-bio Father
			80 7=Biological Grandparent(s)
			46 8=Other
			125 .=System Missing

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1HHSIZE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household Size	3190	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3190	<b>Mean</b>	4.65
<b>Minimum</b>	2	<b>Maximum</b>	15

<b>Name</b>	P1HMCARE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Any child care from relative or in private home	2286	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3190	<b>Mean</b>	125
<b>Minimum</b>		<b>Maximum</b>	904 1=Yes .=System Missing

<b>Name</b>	P1INCIMP	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Flag for imputed CINCOME	1996	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3190	<b>Mean</b>	1194 1=Yes 125
<b>Minimum</b>		<b>Maximum</b>	.=System Missing

<b>Name</b>	P1INCOME	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household Income	126	1= \$0- \$5000
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3190	<b>Mean</b>	311 2= \$5001-\$10000
<b>Minimum</b>		<b>Maximum</b>	729 3= \$10001-\$15000
			580 4= \$15001-\$20000
			490 5= \$20001-\$25000
			329 6= \$25001-\$30000
			178 7= \$30001-\$35000
			129 8= \$35001-\$40000
			167 9= \$40001-\$50000
			110 10= \$50001-\$75000
			41 11= \$75001-HIGH
			125
			.= System Missing

<b>Name</b>	P1INJURY	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Any injury in past year	2736	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3181	<b>Mean</b>	445 1=Yes 125
<b>Minimum</b>		<b>Maximum</b>	9 -9/.M=Not Ascertained .=System Missing

<b>Name</b>	P1INSURC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Any health insurance for child	189	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3176	<b>Mean</b>	2987 1=Yes 125
<b>Minimum</b>		<b>Maximum</b>	14 -9/.M=Not Ascertained .=System Missing

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1INSURR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Any health insurance for respondent	1095	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3188	<b>Mean</b>	2093 1=Yes
<b>Minimum</b>		<b>Maximum</b>	125 .=System Missing
			2 -9/.M=Not Ascertained

<b>Name</b>	P1LASTDN	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Last regular dentist checkup less than 1 yr ago	407	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3175	<b>Mean</b>	2768 1=Yes
<b>Minimum</b>		<b>Maximum</b>	125 .=System Missing
			15 -9/.M=Not Ascertained

<b>Name</b>	P1LASTDR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Last regular doctor checkup less than 1 yr ago	36	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3182	<b>Mean</b>	3146 1=Yes
<b>Minimum</b>		<b>Maximum</b>	125 .=System Missing
			8 -9/.M=Not Ascertained

<b>Name</b>	PnLOWWGT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Low birth weight (P1 or first completed interview)	2845	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3228	<b>Mean</b>	378 1=Yes
<b>Minimum</b>		<b>Maximum</b>	5 2=Ambiguous
			49 .=System Missing
			38 -9/.M=Not Ascertained

<b>Name</b>	P1MILK	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Drinks milk at least twice a day	907	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3182	<b>Mean</b>	2275 1=Yes
<b>Minimum</b>		<b>Maximum</b>	125 .=System Missing
			8 -9/.M=Not Ascertained

<b>Name</b>	P1MODSNK	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Ate salty snacks less than once a day	757	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3182	<b>Mean</b>	2425 1=Yes
<b>Minimum</b>		<b>Maximum</b>	125 .=System Missing
			8 -9/.M=Not Ascertained

<b>Name</b>	P1MODSWT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Ate sweets less than once a day	1030	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3184	<b>Mean</b>	2154 1=Yes
<b>Minimum</b>		<b>Maximum</b>	125 .=System Missing
			6 -9/.M=Not Ascertained

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1MOMEMP	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Mother's Employment Status	956	1=Working Full Time
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2995	<b>Mean</b>	596 2=Working Part Time
<b>Minimum</b>		<b>Maximum</b>	441 3=Looking for Work
			1002 4=Not in Labor Force
			125 .=System Missing
			188 -1/.N=Not Applicable
			7 -9/.M=Not Ascertained

<b>Name</b>	P1NHOMES	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Number of home/relative child care arrangements	3189	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3189	<b>Mean</b>	0.37
<b>Minimum</b>	0	<b>Maximum</b>	6
			1 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1NOFSTF	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Ate no fast food in past week	2414	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3182	<b>Mean</b>	768 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
			125 .=System Missing
			8 -9/.M=Not Ascertained

<b>Name</b>	P1NOSCRN	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Plays inside without screens	18	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3184	<b>Mean</b>	3166 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
			125 .=System Missing
			6 -9/.M=Not Ascertained

<b>Name</b>	P1NOSODA	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Drank no soda in past week	2474	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3183	<b>Mean</b>	709 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
			125 .=System Missing
			7 -9/.M=Not Ascertained

<b>Name</b>	P1NUMSIB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Number of Siblings	3190	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3190	<b>Mean</b>	1.45
<b>Minimum</b>	0	<b>Maximum</b>	8
			125 SYSMIS/.

<b>Name</b>	P1PARTAB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Respondent victim of intimate partner abuse	3064	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3181	<b>Mean</b>	117 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
			125 .=System Missing
			9 -9/.M=Not Ascertained

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1PBEP RB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Parent reported total behavior problems index	3180	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3180	<b>Mean</b>	5.76
<b>Minimum</b>	0	<b>Maximum</b>	22
<b>Name</b>	P1PDISB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Parent Disability Status	2821	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3189	<b>Mean</b>	368 1=Yes
<b>Minimum</b>		<b>Maximum</b>	125 .=System Missing
			1 -9/.M=Not Ascertained
<b>Name</b>	P1PELS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Parent reported Emergent Literacy Scale	3182	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3182	<b>Mean</b>	3 -9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	130 SYSMIS/.
<b>Name</b>	P1PMOACT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: # of outside activities in past month	3184	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3184	<b>Mean</b>	6 -9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	125 SYSMIS/.
<b>Name</b>	P1POVRTO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Ratio of Income to Poverty	520	1= Less than 50% of Poverty Threshold
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3190	<b>Mean</b>	1328 2= Between 50% and 100% of Poverty Threshold
<b>Minimum</b>		<b>Maximum</b>	525 3= Between 101% and 130% of Poverty Threshold
			453 4= Between 131% and 185% of Poverty Threshold
			70 5= Between 186% and 200% of poverty threshold
			294 6= Above 200% of the Poverty Threshold
			125 .= System Missing
<b>Name</b>	P1POVRTY	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Poverty Status	1342	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3190	<b>Mean</b>	1848 1=Yes
<b>Minimum</b>		<b>Maximum</b>	125 .=System Missing
<b>Name</b>	P1PRGTYP	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child program Type	1598	1=Full day HS
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3300	<b>Mean</b>	1628 2=Half day HS
<b>Minimum</b>		<b>Maximum</b>	74 3=Home based HS
			15 .=System Missing

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1PWKACT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: # of parent-child activities in past week	3184	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3184	<b>Mean</b>	9.29
<b>Minimum</b>	2	<b>Maximum</b>	11
<b>Name</b>	P1RDADED	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Father's Highest Education	694	1=Less than HS Diploma
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1508	<b>Mean</b>	235
<b>Minimum</b>		<b>Maximum</b>	120
			4=Bachelor Degree or Higher
			65 .=System Missing
			1696 -1/.N=Not Applicable
			46 -9/.M=Not Ascertained
<b>Name</b>	P1READS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Read to child 3+ times in past week	885	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3182	<b>Mean</b>	2297
<b>Minimum</b>		<b>Maximum</b>	1=Yes
			130 .=System Missing
			3 -9/.M=Not Ascertained
<b>Name</b>	P1REGBED	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Regular bedtime at least 4 weekdays last week	435	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3158	<b>Mean</b>	2723
<b>Minimum</b>		<b>Maximum</b>	1=Yes
			125 .=System Missing
			32 -9/.M=Not Ascertained
<b>Name</b>	P1RELAB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Respondent victim of other relative abuse	3159	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3181	<b>Mean</b>	22
<b>Minimum</b>		<b>Maximum</b>	1=Yes
			125 .=System Missing
			9 -9/.M=Not Ascertained
<b>Name</b>	P1RFAGE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Father's Age	2802	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2802	<b>Mean</b>	315
<b>Minimum</b>		<b>Maximum</b>	
			-9/.M=Missing
			198 SYSMIS/.
<b>Name</b>	P1RHHLNG	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household Language	2311	0=Language Majority
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3251	<b>Mean</b>	940
<b>Minimum</b>		<b>Maximum</b>	1=Language Minority
			64 .=System Missing

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1RHHRTO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household Dependence Ratio	3250	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3250	<b>Mean</b>	1.55
<b>Minimum</b>	0.17	<b>Maximum</b>	8
<b>Name</b>	P1RMAGE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Mother's Age	3171	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3171	<b>Mean</b>	79 -9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>	65 SYSMIS/.
<b>Name</b>	P1RMARTL	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Parent Marital Status	1056	1=Married
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3190	<b>Mean</b>	561 4=Not Married
<b>Minimum</b>		<b>Maximum</b>	1573 5=Not 2 parent HH
			59 .=System Missing
			66 -9/.M=Not Ascertained
<b>Name</b>	P1RMOMED	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Mother's Highest Education	1144	1=Less than HS Diploma
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3051	<b>Mean</b>	979 2=HS Diploma or GED
<b>Minimum</b>		<b>Maximum</b>	734 3=Voc/Tech-Assoc-Some College Degree
			194 4=Bachelor Degree or Higher
			64 .=System Missing
			192 -1/.N=Not Applicable
			8 -9/.M=Not Ascertained
<b>Name</b>	P1RREADS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Respondent read to self in past week	219	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3190	<b>Mean</b>	2971 1=Yes
<b>Minimum</b>		<b>Maximum</b>	125 .=System Missing
<b>Name</b>	P1RELCR2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Relative arrest/jail-excl mothr partner	2493	0=not arrested or charged with a crime
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3165	<b>Mean</b>	114 1=arrestd or chargd w/crime, no time in jail
<b>Minimum</b>		<b>Maximum</b>	558 2=arrestd/chargd w/crime & spent time in jail
			146 .=System Missing
			4 -9/.M=Not Ascertained
<b>Name</b>	P1SCREEN	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Plays inside with screens	117	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3190	<b>Mean</b>	3073 1=Yes
<b>Minimum</b>		<b>Maximum</b>	125 .=System Missing

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1SLPTM	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Regular hours of sleep at night	3161	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3161	<b>Mean</b>	10.42
<b>Minimum</b>	7	<b>Maximum</b>	14.5

<b>Name</b>	P1SSPAL	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Parnt reprt soc skills/pos apprch/lrning	3182	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3182	<b>Mean</b>	11.89
<b>Minimum</b>	0	<b>Maximum</b>	16

<b>Name</b>	P1TIMETV	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Time watching TV	3175	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3175	<b>Mean</b>	1.35
<b>Minimum</b>	0	<b>Maximum</b>	2.5

<b>Name</b>	P1TMNOSC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Time playing inside with toys	3184	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3184	<b>Mean</b>	1.78
<b>Minimum</b>	0	<b>Maximum</b>	2.5

<b>Name</b>	P1TMOTSD	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Time spent playing outside	3183	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3183	<b>Mean</b>	1.31
<b>Minimum</b>	0	<b>Maximum</b>	2.5

<b>Name</b>	P1TMREAD	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Time spent reading/being read to	3180	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3180	<b>Mean</b>	0.68
<b>Minimum</b>	0	<b>Maximum</b>	2.5

<b>Name</b>	P1UNSAFR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Respondnt feels unsafe frm current/former prtner	3006	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3176	<b>Mean</b>	170 1=Yes
<b>Minimum</b>		<b>Maximum</b>	125 .=System Missing
			14 -9/.M=Not Ascertained

<b>Name</b>	P1WCCFEE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Weekly amount paid for child care	1132	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1132	<b>Mean</b>	21.38
<b>Minimum</b>	0	<b>Maximum</b>	369.52
			2044 -1/.N=Not Applicable
			14 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1WITNES	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Respondent crime witness/victim index	3190	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3190	<b>Mean</b>	0.82
<b>Minimum</b>	0	<b>Maximum</b>	4
<b>Name</b>	P1NUMCC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1:Total number of child care arrangements	1145	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1145	<b>Mean</b>	1.29
<b>Minimum</b>	1	<b>Maximum</b>	6
<b>Name</b>	P1ANYCCR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1:Any child care before or after Head Start	2044	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3190	<b>Mean</b>	1146 1=Yes
<b>Minimum</b>		<b>Maximum</b>	125 .=System Missing
<b>Name</b>	P1CWITNS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1:Child crime witness/victim index	3179	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3179	<b>Mean</b>	0.16
<b>Minimum</b>	0	<b>Maximum</b>	4
<b>Name</b>	P1ECRISK	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Economic Family Risk	2994	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2994	<b>Mean</b>	1.43
<b>Minimum</b>	0	<b>Maximum</b>	3
<b>Name</b>	P1HRWKCC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Number of hours per week in child care	1133	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1133	<b>Mean</b>	17.11
<b>Minimum</b>	1	<b>Maximum</b>	80
			2044 -1/.N=Not Applicable
			1 -7/.R=Refused
			12 -8/.D=Don't know
			125 SYSMIS/.
<b>Name</b>	P1NUMTCC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1:Number of types of child care arrangements	3190	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3190	<b>Mean</b>	0.38
<b>Minimum</b>	0	<b>Maximum</b>	3
<b>Name</b>	P1_3VS4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1:Child Age at Beginning of Prog. Yr	1124	0=4 year olds and older
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3252	<b>Mean</b>	2128 1=3 year olds and younger
<b>Minimum</b>		<b>Maximum</b>	63 .=System Missing

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1PBRNUS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1:Both child's parents born in the U.S.	2029	1= Both Parents Born in US
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3183	<b>Mean</b>	295 2= One Parent Born Outside US
<b>Minimum</b>		<b>Maximum</b>	859 3= Both parents Born Outside US
			132 .=System Missing
<b>Name</b>	P1TIMEVD	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1:Time spent watching video/DVDs	3171	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3171	<b>Mean</b>	0.94
<b>Minimum</b>	0	<b>Maximum</b>	2.5
			19 -9/.M=Missing
			125 SYSMIS/.
<b>Name</b>	P1TMCMG	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1:Time spent playing computer games	1674	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1674	<b>Mean</b>	0.41
<b>Minimum</b>	0	<b>Maximum</b>	2.5
			1516 -9/.M=Missing
			125 SYSMIS/.
<b>Name</b>	P1TMCOMP	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1:Time spent using computer other than games	1674	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1674	<b>Mean</b>	0.18
<b>Minimum</b>	0	<b>Maximum</b>	2.5
			1516 -9/.M=Missing
			125 SYSMIS/.
<b>Name</b>	P1TMVDGM	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1:Time spent playing video games	3178	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3178	<b>Mean</b>	0.21
<b>Minimum</b>	0	<b>Maximum</b>	2.5
			12 -9/.M=Missing
			125 SYSMIS/.
<b>Name</b>	P1TYPECC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1:Primary type of child care	2044	0 = No child care
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3189	<b>Mean</b>	295 1 = Relative care in child's home
<b>Minimum</b>		<b>Maximum</b>	39 1.5=Relative care in both/varies
			383 2 = Relative care in other home
			26 3 = Non-relative care in child's home
			3 3.5=Non-Relative care in both/varies
			112 4 = Non-relative care in other home
			271 5 = Center-based care
			16 6 = Equal time in multiple types of care
			126 .=System Missing
<b>Name</b>	P1UNSFHM	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1:Child/parent victimized in neighborhood or feels unsafe	2748	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3161	<b>Mean</b>	413 1=Yes
<b>Minimum</b>		<b>Maximum</b>	125 .=System Missing
			29 -9/.M=Not Ascertained

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2ALCPRB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R/Househld membr/alcohl prob w/fam,frnd,police,job	2630	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2684	<b>Mean</b>	54 1=Yes
<b>Minimum</b>		<b>Maximum</b>	629 .=System Missing
			2 -9/.M=Not Ascertained

<b>Name</b>	P2ANYCCR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Any child care before or after Head Start	1605	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2685	<b>Mean</b>	1080 1=Yes
<b>Minimum</b>		<b>Maximum</b>	629 .=System Missing
			1 -9/.M=Not Ascertained

<b>Name</b>	P2AUTHRN	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2:Parental authoritarian score	2615	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2615	<b>Mean</b>	2.19
<b>Minimum</b>	1	<b>Maximum</b>	5
			700 SYSMIS/.

<b>Name</b>	P2AUGHTV	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2:Parental authoritative score	2684	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2684	<b>Mean</b>	3.44
<b>Minimum</b>	1.5	<b>Maximum</b>	5
			631 SYSMIS/.

<b>Name</b>	P2CAUTSM	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child Autism or Pervasive Developmental Delay	2658	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2670	<b>Mean</b>	12 1=Yes
<b>Minimum</b>		<b>Maximum</b>	637 .=System Missing
			8 -9/.M=Not Ascertained

<b>Name</b>	P2CEMOTN	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child Emotional/Behavioral Disability	2668	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2671	<b>Mean</b>	3 1=Yes
<b>Minimum</b>		<b>Maximum</b>	637 .=System Missing
			7 -9/.M=Not Ascertained

<b>Name</b>	P2CHDISB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child Disability Status	2561	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2663	<b>Mean</b>	102 1=Yes
<b>Minimum</b>		<b>Maximum</b>	637 .=System Missing
			15 -9/.M=Not Ascertained

<b>Name</b>	P2CMULIM	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child Multiple Impairment	2662	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2668	<b>Mean</b>	6 1=Yes
<b>Minimum</b>		<b>Maximum</b>	638 .=System Missing
			9 -9/.M=Not Ascertained

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2CORTHO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child Othopedic Impairment	2679	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2680	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	632 .=System Missing
			3 -9/.M=Not Ascertained
<b>Name</b>	P2CRETRD	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child Mental Retardation or Cognitive Impairment	2668	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2670	<b>Mean</b>	2 1=Yes
<b>Minimum</b>		<b>Maximum</b>	637 .=System Missing
			8 -9/.M=Not Ascertained
<b>Name</b>	P2CSNSRY	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child Sensory Impairment	2658	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2673	<b>Mean</b>	15 1=Yes
<b>Minimum</b>		<b>Maximum</b>	632 .=System Missing
			10 -9/.M=Not Ascertained
<b>Name</b>	P2CSPLNG	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child Speech or Language Impairment	2601	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2678	<b>Mean</b>	77 1=Yes
<b>Minimum</b>		<b>Maximum</b>	632 .=System Missing
			5 -9/.M=Not Ascertained
<b>Name</b>	P2CTRBRI	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child Traumatic Brain Injury	2674	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2674	<b>Mean</b>	637 .=System Missing
<b>Minimum</b>		<b>Maximum</b>	4 -9/.M=Not Ascertained
<b>Name</b>	P2CWITNS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2:Chld crime witnss/victm indx-only new sprng rspndnt	72	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	72	<b>Mean</b>	0.00
<b>Minimum</b>	0	<b>Maximum</b>	0
			2610 -1/.N=Not Applicable
			4 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2DADEMP	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Father Employment Status	922	1=Working Full Time
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1274	<b>Mean</b>	133 2=Working Part Time
<b>Minimum</b>		<b>Maximum</b>	92 3=Looking for Work
			127 4=Not in Labor Force
			629 .=System Missing
			1412 -9/.M=Not Ascertained

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2DEPCAT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Parent Depress Score - CES-D Short Form Categories	1622	1=not depressed
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2677	<b>Mean</b>	559 2=mildly depressed
<b>Minimum</b>		<b>Maximum</b>	288 3=moderately depressed
			208 4=severely depressed
			638 .=System Missing
<b>Name</b>	P2DEPSCO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Parent Depression Score - CES-D Short Form	2677	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2677	<b>Mean</b>	5.12
<b>Minimum</b>	0	<b>Maximum</b>	36
<b>Name</b>	P2DRGPRB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R/Household member/drug prob w/fam,frnds,police,job	2680	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2683	<b>Mean</b>	3 1=Yes
<b>Minimum</b>		<b>Maximum</b>	629 .=System Missing
			3 -9/.M=Not Ascertained
<b>Name</b>	P2ERREG	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Goes to emergency room for routine medical care	2659	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2673	<b>Mean</b>	14 1=Yes
<b>Minimum</b>		<b>Maximum</b>	629 .=System Missing
			13 -9/.M=Not Ascertained
<b>Name</b>	P2Energy	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2:Parental energy score	2664	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2664	<b>Mean</b>	3.90
<b>Minimum</b>	1	<b>Maximum</b>	5
<b>Name</b>	P2FMRISK	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Family Risk Index	2527	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2527	<b>Mean</b>	1.75
<b>Minimum</b>	0	<b>Maximum</b>	4
<b>Name</b>	P2FMSTRC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Family Structure	1245	1=Bio/adoptive Mother and Father
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2686	<b>Mean</b>	1197 2=Bio/adoptive Mother Only
<b>Minimum</b>		<b>Maximum</b>	48 3=Bio/adoptive Father Only
			3 5=Non-bio Mother and Bio/adoptive Father
			95 6=Bio/adoptive Mother and Non-bio Father
			65 7=Biological Grandparent(s)
			33 8=Other
			629 .=System Missing

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2H1PFAM	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Parent finds family member(s) very helpful	324	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2674	<b>Mean</b>	2350 1=Yes
<b>Minimum</b>		<b>Maximum</b>	629 .=System Missing
			12 -9/.M=Not Ascertained

<b>Name</b>	P2H1PFRD	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Parent finds friend(s) very helpful	1438	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2681	<b>Mean</b>	1243 1=Yes
<b>Minimum</b>		<b>Maximum</b>	629 .=System Missing
			5 -9/.M=Not Ascertained

<b>Name</b>	P2H1PPP1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Number of types of people parent finds very helpful	2674	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2674	<b>Mean</b>	4.11
<b>Minimum</b>	0	<b>Maximum</b>	12
			629 SYSMIS/.
			12 -9/.M=Missing

<b>Name</b>	P2H1PPRO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Parent finds professional(s) very helpful	1065	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2673	<b>Mean</b>	1608 1=Yes
<b>Minimum</b>		<b>Maximum</b>	629 .=System Missing
			13 -9/.M=Not Ascertained

<b>Name</b>	P2HELPA1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Number of types of help parent can always get	2682	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2682	<b>Mean</b>	3.81
<b>Minimum</b>	0	<b>Maximum</b>	6
			629 SYSMIS/.
			4 -9/.M=Missing

<b>Name</b>	P2HHSIZE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household Size	2686	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2686	<b>Mean</b>	4.66
<b>Minimum</b>	1	<b>Maximum</b>	12
			629 SYSMIS/.

<b>Name</b>	P2HMCARE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Any child care from relative or in private home	1812	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2685	<b>Mean</b>	873 1=Yes
<b>Minimum</b>		<b>Maximum</b>	629 .=System Missing
			1 -9/.M=Not Ascertained

## Codebook for Child-Level PUF, continued

Name	P2HRWkcc	Frequency	Code and Description
<b>Label</b>	P2: Number of HRS/week in Child care	1064	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1064	<b>Mean</b>	17.25
<b>Minimum</b>	1	<b>Maximum</b>	80
			1605 -1/.N=Not Applicable
			1 -7/.R=Refused
			15 -8/.D=Don't know
			219 -9/.M=Missing
			411 SYSMIS/.

Name	P2INCIMP	Frequency	Code and Description
<b>Label</b>	P2: Flag for imputed CINCOME	1773	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2686	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			913 1=Yes
			629 .=System Missing

Name	P2INCOME	Frequency	Code and Description
<b>Label</b>	P2: Household Income	174	1= \$0- \$5000
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2686	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			346 2= \$5001-\$10000
			501 3= \$10001-\$15000
			428 4= \$15001-\$20000
			393 5= \$20001-\$25000
			266 6= \$25001-\$30000
			150 7= \$30001-\$35000
			125 8= \$35001-\$40000
			142 9= \$40001-\$50000
			107 10= \$50001-\$75000
			54 11= \$75001-HIGH
			629 .= System Missing

Name	P2INJURY	Frequency	Code and Description
<b>Label</b>	P2: Any injury in past year	2368	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2682	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			314 1=Yes
			629 .=System Missing
			4 -9/.M=Not Ascertained

Name	P2INSURC	Frequency	Code and Description
<b>Label</b>	P2: Any health insurance for child	151	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2670	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			2519 1=Yes
			629 .=System Missing
			16 -9/.M=Not Ascertained

Name	P2INSURR	Frequency	Code and Description
<b>Label</b>	P2: Any health insurance for respondent	939	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2679	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			1740 1=Yes
			629 .=System Missing
			7 -9/.M=Not Ascertained

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2LASTDN	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Last regular dentist checkup less than 1 yr ago	154	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2677	<b>Mean</b>	2523 1=Yes
<b>Minimum</b>		<b>Maximum</b>	629 .=System Missing
			9 -9/.M=Not Ascertained

<b>Name</b>	P2LASTDR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Last regular doctor checkup less than 1 yr ago	42	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2681	<b>Mean</b>	2639 1=Yes
<b>Minimum</b>		<b>Maximum</b>	629 .=System Missing
			5 -9/.M=Not Ascertained

<b>Name</b>	P2MILK	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Drinks milk at least twice a day	891	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2684	<b>Mean</b>	1793 1=Yes
<b>Minimum</b>		<b>Maximum</b>	629 .=System Missing
			2 -9/.M=Not Ascertained

<b>Name</b>	P2MODSNK	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Ate salty snacks less than once a day	579	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2683	<b>Mean</b>	2104 1=Yes
<b>Minimum</b>		<b>Maximum</b>	629 .=System Missing
			3 -9/.M=Not Ascertained

<b>Name</b>	P2MODSWT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Ate sweets less than once a day	799	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2683	<b>Mean</b>	1884 1=Yes
<b>Minimum</b>		<b>Maximum</b>	629 .=System Missing
			3 -9/.M=Not Ascertained

<b>Name</b>	P2MOMEMP	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Mother Employment Status	890	1=Working Full Time
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2525	<b>Mean</b>	539 2=Working Part Time
<b>Minimum</b>		<b>Maximum</b>	289 3=Looking for Work
			807 4=Not in Labor Force
			630 .=System Missing
			160 -9/.M=Not Ascertained

<b>Name</b>	P2NHOMES	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Number of home or relative child care arrangements	2677	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2677	<b>Mean</b>	0.44
<b>Minimum</b>	0	<b>Maximum</b>	7
			9 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2NINVHS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: # issues prevent parent HS participation in year	2671	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2671	<b>Mean</b>	1.78
<b>Minimum</b>	0	<b>Maximum</b>	14

<b>Name</b>	P2NOFSTF	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Ate no fast food in past week	2094	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2682	<b>Mean</b>	588 1=Yes
<b>Minimum</b>		<b>Maximum</b>	629 .=System Missing
			4 -9/.M=Not Ascertained

<b>Name</b>	P2NOSCRN	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Plays inside without screens	11	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2686	<b>Mean</b>	2675 1=Yes
<b>Minimum</b>		<b>Maximum</b>	629 .=System Missing

<b>Name</b>	P2NOSODA	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Drank no soda in past week	2096	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2682	<b>Mean</b>	586 1=Yes
<b>Minimum</b>		<b>Maximum</b>	629 .=System Missing
			4 -9/.M=Not Ascertained

<b>Name</b>	P2NUMCC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Total number of child care arrangements	2673	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2673	<b>Mean</b>	13 -9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	629 SYSMIS/.
			0.54
			7

<b>Name</b>	P2NUMSIB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Number of Siblings	2686	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2686	<b>Mean</b>	629 SYSMIS/.
<b>Minimum</b>	0	<b>Maximum</b>	1.55
			8

<b>Name</b>	P2NUMSRV	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: # commnty/govrnmnt srvc recvd sncv lst intrvw	2684	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2684	<b>Mean</b>	2 -9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	629 SYSMIS/.
			0.58
			13

<b>Name</b>	P2NUMTCC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Number of types of child care arrangements	2682	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2682	<b>Mean</b>	4 -9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	629 SYSMIS/.
			0.44
			3

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2PAGGR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Parnt report total behavior probs-aggressive scr	2674	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2674	<b>Mean</b>	0.87
<b>Minimum</b>	0	<b>Maximum</b>	4
<b>Name</b>	P2PARTAB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R victm/intimat prtnt abse-only new sprng rspndnt	72	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	72	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P2PBEPRB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Parent reported total behavior problems index	2680	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2680	<b>Mean</b>	5.39
<b>Minimum</b>	0	<b>Maximum</b>	22
<b>Name</b>	P2PCLSHS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Parnt obsvrd class/met wth HS staff in year	96	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2670	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P2PELS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Parent reported Emergent Literacy Scale	2686	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2686	<b>Mean</b>	3.34
<b>Minimum</b>	0	<b>Maximum</b>	5
<b>Name</b>	P2PEXPHS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2:Parent and child experiences in Head Start	2674	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2674	<b>Mean</b>	3.77
<b>Minimum</b>	1.83	<b>Maximum</b>	4
<b>Name</b>	P2PHYPER	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Parnt reportd total behav probs-hyperactive scr	2682	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2682	<b>Mean</b>	2.37
<b>Minimum</b>	0	<b>Maximum</b>	8
<b>Name</b>	P2PINVHS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: # type activities with parnt in Head Start in yr	2672	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2672	<b>Mean</b>	6.80
<b>Minimum</b>	0	<b>Maximum</b>	15

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2PMOACT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: # of outside activities in past month	2678	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2678	<b>Mean</b>	5.07
<b>Minimum</b>	0	<b>Maximum</b>	11
<b>Name</b>	P2POVRTO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Ratio of Income to Poverty	593	1= Less than 50% of Poverty Threshold
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2686	<b>Mean</b>	1010
<b>Minimum</b>		<b>Maximum</b>	2= Between 50% and 100% of Poverty Threshold
			3= Between 101% and 130% of Poverty Threshold
			359 4= Between 131% and 185% of Poverty Threshold
			54 5= Between 186% and 200% of poverty threshold
			248 6= Above 200% of the Poverty Threshold
			629 .= System Missing
<b>Name</b>	P2POVRTY	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Poverty Status	1082	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2686	<b>Mean</b>	1604
<b>Minimum</b>		<b>Maximum</b>	1=Yes
			629 .=System Missing
<b>Name</b>	P2PRGTYP	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child Program Type	1419	1=Full day HS
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2884	<b>Mean</b>	1414
<b>Minimum</b>		<b>Maximum</b>	2=Half day HS
			51 3=Home based HS
			431 .=System Missing
<b>Name</b>	P2PSAHSC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2:Parent satisfaction w/Head Start-Child related subscale	2682	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2682	<b>Mean</b>	3.80
<b>Minimum</b>	1	<b>Maximum</b>	4
<b>Name</b>	P2PSAHSP	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2:Parent satisfaction w/Head Start-Family related subscale	2596	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2596	<b>Mean</b>	3.63
<b>Minimum</b>	1	<b>Maximum</b>	4
<b>Name</b>	P2PSOCHS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Parnt participatd socially with othr HS adult in yr	533	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2665	<b>Mean</b>	2132
<b>Minimum</b>		<b>Maximum</b>	1=Yes
			629 .=System Missing
			21 -9/.M=Not Ascertained

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2PVOLHS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Parent volunteered in any way at Head Start in year	451	0=No
<b>Format</b>	Num	2214	1=Yes
<b>Valid N</b>	2665		629 .=System Missing
<b>Minimum</b>			21 -9/.M=Not Ascertained
<b>Type</b>	Construct		
<b>Mean</b>			
<b>Maximum</b>			
<b>Name</b>	P2PWITH	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Parnt report total behavior problems-withdrawn scr	2668	valid numeric value
<b>Format</b>	Num		18 -9/.M=Missing
<b>Valid N</b>	2668		629 SYSMIS/.
<b>Minimum</b>	0		
<b>Type</b>	Construct		
<b>Mean</b>	0.54		
<b>Maximum</b>	6		
<b>Name</b>	P2PWKACT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: # of parent-child activities in past week	2678	valid numeric value
<b>Format</b>	Num		8 -9/.M=Missing
<b>Valid N</b>	2678		629 SYSMIS/.
<b>Minimum</b>	1		
<b>Type</b>	Construct		
<b>Mean</b>	9.73		
<b>Maximum</b>	11		
<b>Name</b>	P2READS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Read to child 3+ times in past week	685	0=No
<b>Format</b>	Num	1993	1=Yes
<b>Valid N</b>	2678		629 .=System Missing
<b>Minimum</b>			8 -9/.M=Not Ascertained
<b>Type</b>	Construct		
<b>Mean</b>			
<b>Maximum</b>			
<b>Name</b>	P2REGBED	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Regular bedtime at least 4 weekdays last week	389	0=No
<b>Format</b>	Num	2273	1=Yes
<b>Valid N</b>	2662		629 .=System Missing
<b>Minimum</b>			24 -9/.M=Not Ascertained
<b>Type</b>	Construct		
<b>Mean</b>			
<b>Maximum</b>			
<b>Name</b>	P2RELAB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R victim/oth relative abuse-only new sprng rspndnt	72	0=No
<b>Format</b>	Num		629 .=System Missing
<b>Valid N</b>	72		2610 -1/.N=Not Applicable
<b>Minimum</b>			4 -9/.M=Not Ascertained
<b>Type</b>	Construct		
<b>Mean</b>			
<b>Maximum</b>			
<b>Name</b>	P2RELCR2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Relative arrest/jail-excl mothr partner	56	0=not arrested or charged with a crime
<b>Format</b>	Num	3	1=arrestd or chardg w/crime, no time in jail
<b>Valid N</b>	70	11	2=arrestd/chardg w/crime & spent time in jail
<b>Minimum</b>			629 .=System Missing
<b>Type</b>	Construct		2610 -1/.N=Not Applicable
<b>Mean</b>			6 -9/.M=Not Ascertained
<b>Maximum</b>			

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2RREADS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Respondent read to self in past week	130	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2678	<b>Mean</b>	2548 1=Yes
<b>Minimum</b>		<b>Maximum</b>	629 .=System Missing
			8 -9/.M=Not Ascertained

<b>Name</b>	P2SCREEN	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Plays inside with screens	80	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2686	<b>Mean</b>	2606 1=Yes
<b>Minimum</b>		<b>Maximum</b>	629 .=System Missing

<b>Name</b>	P2SLPTM	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Regular hours of sleep at night	2668	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2668	<b>Mean</b>	18 -9/.M=Missing
<b>Minimum</b>	7	<b>Maximum</b>	10.51
			629 SYSMIS/.

<b>Name</b>	P2SMOKE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Any household member smokes	1851	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2680	<b>Mean</b>	829 1=Yes
<b>Minimum</b>		<b>Maximum</b>	629 .=System Missing
			6 -9/.M=Not Ascertained

<b>Name</b>	P2SSPAL	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Parnt reprt soc skills/pos apprch/lrning	2686	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2686	<b>Mean</b>	629 SYSMIS/.
<b>Minimum</b>	3	<b>Maximum</b>	12.26
			16

<b>Name</b>	P2TIMETV	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Time watching TV	2678	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2678	<b>Mean</b>	8 -9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	1.35
			629 SYSMIS/.

<b>Name</b>	P2TIMEVD	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Time spent watching video/DVD	2674	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2674	<b>Mean</b>	12 -9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	1.01
			629 SYSMIS/.

<b>Name</b>	P2TMCMGM	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Time spent playing computer games	1589	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1589	<b>Mean</b>	1097 -9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	0.53
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2TMCOMP	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Time spent using computer other than games	1588	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1588	<b>Mean</b>	0.25
<b>Minimum</b>	0	<b>Maximum</b>	2.5
<b>Name</b>	P2TMNOSC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Time playing inside with toys	2683	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2683	<b>Mean</b>	1.68
<b>Minimum</b>	0	<b>Maximum</b>	2.5
<b>Name</b>	P2TMOTSD	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Time spent playing outside	2682	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2682	<b>Mean</b>	1.60
<b>Minimum</b>	0	<b>Maximum</b>	2.5
<b>Name</b>	P2TMREAD	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Time spent reading/being read to	2685	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2685	<b>Mean</b>	0.72
<b>Minimum</b>	0	<b>Maximum</b>	2.5
<b>Name</b>	P2TMVDGM	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Time spent playing video games	2680	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2680	<b>Mean</b>	0.27
<b>Minimum</b>	0	<b>Maximum</b>	2.5
<b>Name</b>	P2TYPECC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Primary type of child care	1605	0 = No child care
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2682	<b>Mean</b>	295 1 = Relative care in child's home
<b>Minimum</b>		<b>Maximum</b>	36 1.5=Relative care in both/varies
			379 2 = Relative care in other home
			17 3 = Non-relative care in child's home
			4 3.5=Non-Relative care in both/varies
			79 4 = Non-relative care in other home
			237 5 = Center-based care
			30 6 = Equal time in multiple types of care
			629 .=System Missing
			4 -9/.M=Not Ascertained

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2UNSAFR		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R feels unsafe frm partnr-only new sprng rspondnt		68	0=No
<b>Format</b>	Num	<b>Type</b>	4	1=Yes
<b>Valid N</b>	72	<b>Mean</b>	629	.=System Missing
<b>Minimum</b>		<b>Maximum</b>	2610	-1/.N=Not Applicable
			4	-9/.M=Not Ascertained

<b>Name</b>	P2UNSFHM		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2:Chld/prnt victim/unsafe/neighborhd-new sprng rspondnt		67	0=No
<b>Format</b>	Num	<b>Type</b>	5	1=Yes
<b>Valid N</b>	72	<b>Mean</b>	629	.=System Missing
<b>Minimum</b>		<b>Maximum</b>	2610	-1/.N=Not Applicable
			4	-9/.M=Not Ascertained

<b>Name</b>	P2WCCFEE		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Weekly amount paid for child care		345	valid numeric value
<b>Format</b>	Num	<b>Type</b>	2341	-9/.M=Missing
<b>Valid N</b>	345	<b>Mean</b>	629	SYSMIS/.
<b>Minimum</b>	1	<b>Maximum</b>		
				54.14
				300

<b>Name</b>	P2WITNES		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2:R crime witnss/victm indx-only new sprng respondts		72	valid numeric value
<b>Format</b>	Num	<b>Type</b>	2610	-1/.N=Not Applicable
<b>Valid N</b>	72	<b>Mean</b>	4	-9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	629	SYSMIS/.
				0.47
				4

<b>Name</b>	P2Warm		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2:Parental Warmth Score		2684	valid numeric value
<b>Format</b>	Num	<b>Type</b>	631	SYSMIS/.
<b>Valid N</b>	2684	<b>Mean</b>		
<b>Minimum</b>	2.2	<b>Maximum</b>		
				4.26
				5

<b>Name</b>	P2YRDPKR		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Yard or park available near home		32	0=No
<b>Format</b>	Num	<b>Type</b>	2634	1=Yes
<b>Valid N</b>	2666	<b>Mean</b>	629	.=System Missing
<b>Minimum</b>		<b>Maximum</b>	20	-9/.M=Not Ascertained

<b>Name</b>	P3ALCPRB		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R/Househld memb/alcohol prob w/fam,frnds,police,job		1106	0=No
<b>Format</b>	Num	<b>Type</b>	24	1=Yes
<b>Valid N</b>	1130	<b>Mean</b>	1249	.=System Missing
<b>Minimum</b>		<b>Maximum</b>	931	-1/.N=Not Applicable
			5	-9/.M=Not Ascertained

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3ANYCCR		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Any child care before or after Head Start		1303	0=No
<b>Format</b>	Num	<b>Type</b>	Construct	756 1=Yes
<b>Valid N</b>	2059	<b>Mean</b>	1249	.=System Missing
<b>Minimum</b>		<b>Maximum</b>	7	-9/.M=Not Ascertained

<b>Name</b>	P3ASSIST		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Multiple Public Assistance		1101	0=No
<b>Format</b>	Num	<b>Type</b>	Construct	954 1=Yes
<b>Valid N</b>	2055	<b>Mean</b>	1249	.=System Missing
<b>Minimum</b>		<b>Maximum</b>	11	-9/.M=Not Ascertained

<b>Name</b>	P3AUTHRN		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Parental authoritarian score		1094	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	931 -1/.N=Not Applicable
<b>Valid N</b>	1094	<b>Mean</b>	2.22	1290 SYSMIS/.
<b>Minimum</b>	1	<b>Maximum</b>	5	

<b>Name</b>	P3AHTV		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Parental authoritative score		1124	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	931 -1/.N=Not Applicable
<b>Valid N</b>	1124	<b>Mean</b>	3.46	1260 SYSMIS/.
<b>Minimum</b>	1.5	<b>Maximum</b>	5	

<b>Name</b>	P3CAUTSM		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child Autism or Pervasive Developmental Delay		2051	0=No
<b>Format</b>	Num	<b>Type</b>	Construct	6 1=Yes
<b>Valid N</b>	2057	<b>Mean</b>	1251	.=System Missing
<b>Minimum</b>		<b>Maximum</b>	7	-9/.M=Not Ascertained

<b>Name</b>	P3CEMOTN		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child Emotional/Behavioral Disability		2052	0=No
<b>Format</b>	Num	<b>Type</b>	Construct	5 1=Yes
<b>Valid N</b>	2057	<b>Mean</b>	1251	.=System Missing
<b>Minimum</b>		<b>Maximum</b>	7	-9/.M=Not Ascertained

<b>Name</b>	P3CHDISB		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child Disability Status		1977	0=No
<b>Format</b>	Num	<b>Type</b>	Construct	71 1=Yes
<b>Valid N</b>	2048	<b>Mean</b>	1251	.=System Missing
<b>Minimum</b>		<b>Maximum</b>	16	-9/.M=Not Ascertained

<b>Name</b>	P3CMULIM		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child Multiple Impairment		2047	0=No
<b>Format</b>	Num	<b>Type</b>	Construct	9 1=Yes
<b>Valid N</b>	2056	<b>Mean</b>	1253	.=System Missing
<b>Minimum</b>		<b>Maximum</b>	6	-9/.M=Not Ascertained

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3CORTHO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child Othopedic Impairment	2059	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2059	<b>Mean</b>	1251 .=-System Missing
<b>Minimum</b>		<b>Maximum</b>	5 -9/.M=Not Ascertained

<b>Name</b>	P3CRETRD	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child Mental Retardation or Cognitive Impairment	2055	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2058	<b>Mean</b>	3 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1251 .=-System Missing
			6 -9/.M=Not Ascertained

<b>Name</b>	P3CSNSRY	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child Sensory Impairment	2038	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2052	<b>Mean</b>	14 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1251 .=-System Missing
			12 -9/.M=Not Ascertained

<b>Name</b>	P3CSPLNG	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child Speech or Language Impairment	2008	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2059	<b>Mean</b>	51 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1251 .=-System Missing
			5 -9/.M=Not Ascertained

<b>Name</b>	P3CTRBRI	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child Traumatic Brain Injury	2059	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2059	<b>Mean</b>	1251 .=-System Missing
<b>Minimum</b>		<b>Maximum</b>	5 -9/.M=Not Ascertained

<b>Name</b>	P3DADEMP	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Father Employment Status	741	1=Working Full Time
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1067	<b>Mean</b>	125 2=Working Part Time
<b>Minimum</b>		<b>Maximum</b>	83 3=Looking for Work
			118 4=Not in Labor Force
			1254 .=-System Missing
			994 -9/.M=Not Ascertained

<b>Name</b>	P3DEPCAT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Parent Depress Score - CES-D Short Form Categories	1239	1=not depressed
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2047	<b>Mean</b>	430 2=mildly depressed
<b>Minimum</b>		<b>Maximum</b>	198 3=moderately depressed
			180 4=severely depressed
			1268 .=-System Missing

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3DEPSCO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Parent Depression Score - CES-D Short Form	2047	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2047	<b>Mean</b>	5.17
<b>Minimum</b>	0	<b>Maximum</b>	36

<b>Name</b>	P3DRGPRB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R/Household member/drug prob w/fam,frnds,police,job	1130	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1130	<b>Mean</b>	1253 .=System Missing 931 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -9/.M=Not Ascertained

<b>Name</b>	P3ENERGY	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Parental energy score	1117	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1117	<b>Mean</b>	3.95
<b>Minimum</b>	1.67	<b>Maximum</b>	5

<b>Name</b>	P3ENROLL	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child Enrollment Status	1203	1=Head Start
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2203	<b>Mean</b>	1000 2=Kindergarten 1112 .=System Missing
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	P3ERREG	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Goes to emergency room for routine medical care	1556	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1558	<b>Mean</b>	2 1=Yes 1249 .=System Missing
<b>Minimum</b>		<b>Maximum</b>	508 -9/.M=Not Ascertained

<b>Name</b>	P3FF13A	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Parent attended general school meeting	134	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	930	<b>Mean</b>	796 1=Yes 2385 .=System Missing
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	P3FF13B	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Parent attended parent-teacher conference	116	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	929	<b>Mean</b>	813 1=Yes 2386 .=System Missing
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	P3FF13C	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Parent attended school or class event	396	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	924	<b>Mean</b>	528 1=Yes 2391 .=System Missing
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3FF13D	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Parent volunteered at school	614	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	922	<b>Mean</b>	308 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2393 .=-System Missing
<b>Name</b>	P3FMRISK	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Family Risk Index	1942	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1942	<b>Mean</b>	1.69
<b>Minimum</b>	0	<b>Maximum</b>	4
<b>Name</b>	P3FMSTRC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Family Structure	1005	1=Bio/adoptive Mother and Father
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2066	<b>Mean</b>	863 2=Bio/adoptive Mother Only
<b>Minimum</b>		<b>Maximum</b>	37 3=Bio/adoptive Father Only
			4 5=Non-bio Mother and Bio/adoptive Father
			84 6=Bio/adoptive Mother and Non-bio Father
			53 7=Biological Grandparent(s)
			20 8=Other
			1249 .=-System Missing
<b>Name</b>	P3H1PFAM	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Parent finds family member(s) very helpful	237	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1991	<b>Mean</b>	1754 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1249 .=-System Missing
			75 -9/.M=Not Ascertained
<b>Name</b>	P3H1PFRD	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Parent finds friend(s) very helpful	1042	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1989	<b>Mean</b>	947 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1249 .=-System Missing
			77 -9/.M=Not Ascertained
<b>Name</b>	P3H1PPP1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Number of types of people parent finds very helpful	1987	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1987	<b>Mean</b>	3.86
<b>Minimum</b>	0	<b>Maximum</b>	12
<b>Name</b>	P3H1PPRO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Parent finds professional(s) very helpful	850	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1983	<b>Mean</b>	1133 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1249 .=-System Missing
			83 -9/.M=Not Ascertained

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3HELPA1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Number of types of help parent can always get	1995	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1995	<b>Mean</b>	3.95
<b>Minimum</b>	0	<b>Maximum</b>	6
<b>Name</b>	P3HHRTIO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household Dependence Ratio	2067	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2067	<b>Mean</b>	1.64
<b>Minimum</b>	0.17	<b>Maximum</b>	8
<b>Name</b>	P3HHSIZE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household Size	2066	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2066	<b>Mean</b>	4.72
<b>Minimum</b>	2	<b>Maximum</b>	11
<b>Name</b>	P3HMCARE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Any child care from relative or in private home	1460	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2061	<b>Mean</b>	601 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1249 .=System Missing
			5 -9/.M=Not Ascertained
<b>Name</b>	P3HRWKCC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Number of hours per week in child care	741	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	741	<b>Mean</b>	15.03
<b>Minimum</b>	1	<b>Maximum</b>	90
			1303 -1/.N=Not Applicable
			1 -7/.R=Refused
			14 -8/.D=Don't know
			7 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3HRWKK	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Number of hours per week in kindergarten	929	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	929	<b>Mean</b>	30.79
<b>Minimum</b>	5	<b>Maximum</b>	56
			155 -9/.M=Missing
			2231 SYSMIS/.
<b>Name</b>	P3INCIMP	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Flag for imputed CINCOME	1515	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2063	<b>Mean</b>	548 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1252 .=System Missing

## Codebook for Child-Level PUF, continued

Name	P3INCOME	Frequency	Code and Description
<b>Label</b>	P3: Household Income	74	1= \$0- \$5000
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2063	<b>Mean</b>	263 2= \$5001-\$10000
<b>Minimum</b>		<b>Maximum</b>	347 3= \$10001-\$15000
			338 4= \$15001-\$20000
			280 5= \$20001-\$25000
			211 6= \$25001-\$30000
			129 7= \$30001-\$35000
			131 8= \$35001-\$40000
			132 9= \$40001-\$50000
			115 10= \$50001-\$75000
			43 11= \$75001-HIGH
			1252 .= System Missing

Name	P3INJURY	Frequency	Code and Description
<b>Label</b>	P3: Any injury in past year	1344	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1563	<b>Mean</b>	219 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1249 .=System Missing
			503 -9/.M=Not Ascertained

Name	P3INSURC	Frequency	Code and Description
<b>Label</b>	P3: Any health insurance for child	95	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1551	<b>Mean</b>	1456 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1249 .=System Missing
			515 -9/.M=Not Ascertained

Name	P3INSURR	Frequency	Code and Description
<b>Label</b>	P3: Any health insurance for respondent	625	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2056	<b>Mean</b>	1431 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1249 .=System Missing
			10 -9/.M=Not Ascertained

Name	P3LASTDN	Frequency	Code and Description
<b>Label</b>	P3: Last regular dentist checkup less than 1 yr ago	105	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1556	<b>Mean</b>	1451 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1249 .=System Missing
			510 -9/.M=Not Ascertained

Name	P3LASTDR	Frequency	Code and Description
<b>Label</b>	P3: Last regular doctor checkup less than 1 yr ago	48	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1562	<b>Mean</b>	1514 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1249 .=System Missing
			504 -9/.M=Not Ascertained

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3MILK	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Drinks milk at least twice a day	734	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2053	<b>Mean</b>	1319 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1249 .=System Missing
			13 -9/.M=Not Ascertained

<b>Name</b>	P3MODSNK	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Ate salty snacks less than once a day	454	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2056	<b>Mean</b>	1602 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1249 .=System Missing
			10 -9/.M=Not Ascertained

<b>Name</b>	P3MODSWT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Ate sweets less than once a day	611	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2055	<b>Mean</b>	1444 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1249 .=System Missing
			11 -9/.M=Not Ascertained

<b>Name</b>	P3MOMEMP	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Mother Employment Status	658	1=Working Full Time
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1918	<b>Mean</b>	406 2=Working Part Time
<b>Minimum</b>		<b>Maximum</b>	230 3=Looking for Work
			624 4=Not in Labor Force
			1264 .=System Missing
			133 -9/.M=Not Ascertained

<b>Name</b>	P3NHOMES	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Number of home or relative child care arrangements	2059	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2059	<b>Mean</b>	0.39
<b>Minimum</b>	0	<b>Maximum</b>	5
			7 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3NINVHS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: # issues preventng parent HS participation in year	1122	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1122	<b>Mean</b>	1.76
<b>Minimum</b>	0	<b>Maximum</b>	12.92
			931 -1/.N=Not Applicable
			13 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3NOFSTF	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Ate no fast food in past week	1537	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2056	<b>Mean</b>	519 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1249 .=System Missing
			10 -9/.M=Not Ascertained

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3NOSCRN	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Plays inside without screens	6	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1127	<b>Mean</b>	1121 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1249 .=System Missing
			931 -1/.N=Not Applicable
			8 -9/.M=Not Ascertained

<b>Name</b>	P3NOSODA	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Drank no soda in past week	1624	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2054	<b>Mean</b>	430 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1249 .=System Missing
			12 -9/.M=Not Ascertained

<b>Name</b>	P3NUMCC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Total number of child care arrangements	2055	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2055	<b>Mean</b>	0.50
<b>Minimum</b>	0	<b>Maximum</b>	8
			11 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3NUMSIB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Number of Siblings	2066	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2066	<b>Mean</b>	1.66
<b>Minimum</b>	0	<b>Maximum</b>	8
			1249 SYSMIS/.

<b>Name</b>	P3NUMSRV	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: # commun/governmnt srvces receivd snce lst intrview	1126	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1126	<b>Mean</b>	0.71
<b>Minimum</b>	0	<b>Maximum</b>	9
			931 -1/.N=Not Applicable
			9 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3NUMTCC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Number of types of child care arrangements	2059	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2059	<b>Mean</b>	0.40
<b>Minimum</b>	0	<b>Maximum</b>	3
			7 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3MARITL	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Parent Marital Status	708	1=Married
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1992	<b>Mean</b>	426 4=Not Married
<b>Minimum</b>		<b>Maximum</b>	858 5=Not 2 parent HH
			1249 .=System Missing
			74 -9/.M=Not Ascertained

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3PDISB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Parent Disability Status	2060	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2060	<b>Mean</b>	0.12
<b>Minimum</b>	0	<b>Maximum</b>	1
<b>Name</b>	P3PAGGR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Parnt report total behavior probs-aggressive score	2048	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2048	<b>Mean</b>	0.83
<b>Minimum</b>	0	<b>Maximum</b>	4
<b>Name</b>	P3PBEPRB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Parent reported total behavior problems index	2048	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2048	<b>Mean</b>	5.41
<b>Minimum</b>	0	<b>Maximum</b>	23
<b>Name</b>	P3PCLSHS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Parent observd class/met with HS staff in year	48	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1117	<b>Mean</b>	1069 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1249 .=System Missing
			931 -1/.N=Not Applicable
			18 -9/.M=Not Ascertained
<b>Name</b>	P3PELS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Parent reported Emergent Literacy Scale	1124	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1124	<b>Mean</b>	4.12
<b>Minimum</b>	0	<b>Maximum</b>	5
			931 -1/.N=Not Applicable
			1 -9/.M=Missing
			1259 SYSMIS/.
<b>Name</b>	P3PEXPHS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Parent and Child experiences in Head Start	1119	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1119	<b>Mean</b>	3.77
<b>Minimum</b>	1.58	<b>Maximum</b>	4
			931 -1/.N=Not Applicable
			1265 SYSMIS/.
<b>Name</b>	P3PHYPER	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Parnt reportd total behavior probs-hyperactive scr	2052	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2052	<b>Mean</b>	2.39
<b>Minimum</b>	0	<b>Maximum</b>	8
			6 -9/.M=Missing
			1257 SYSMIS/.
<b>Name</b>	P3PINVHS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: # of type activities with parent in HS in year	1123	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1123	<b>Mean</b>	7.04
<b>Minimum</b>	0	<b>Maximum</b>	15
			931 -1/.N=Not Applicable
			12 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3PMOACT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: # of outside activities in past month	2056	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2056	<b>Mean</b>	4.98
<b>Minimum</b>	0	<b>Maximum</b>	11
<b>Name</b>	P3POVRTO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Ratio of Income to Poverty	381	1= Less than 50% of Poverty Threshold
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2063	<b>Mean</b>	308
<b>Minimum</b>		<b>Maximum</b>	308
			3= Between 101% and 130% of Poverty Threshold
			331 4= Between 131% and 185% of Poverty Threshold
			51 5= Between 186% and 200% of poverty threshold
			241 6= Above 200% of the Poverty Threshold
			1252 .= System Missing
<b>Name</b>	P3POVRTY	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Poverty Status	931	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2063	<b>Mean</b>	1132
<b>Minimum</b>		<b>Maximum</b>	1132
			1=Yes
			1252 .=System Missing
<b>Name</b>	P3PRGTYP	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child Program Type	667	1=Full day HS
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2167	<b>Mean</b>	523
<b>Minimum</b>		<b>Maximum</b>	2
			3=Home based HS
			788 4=Full day K
			187 5=Half day K
			1148 .=System Missing
<b>Name</b>	P3PSAHSC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Parent satisfaction with HS - Child related sub	1121	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1121	<b>Mean</b>	3.79
<b>Minimum</b>	1	<b>Maximum</b>	4
			931 -1/.N=Not Applicable
			1263 SYSMIS/.
<b>Name</b>	P3PSAHSP	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Parent satisfaction with HS - Family related su	1088	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1088	<b>Mean</b>	3.64
<b>Minimum</b>	1	<b>Maximum</b>	4
			931 -1/.N=Not Applicable
			1296 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3PSOCHS		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Parnt participatd socially wth oth HS adult in yr		234	0=No
<b>Format</b>	Num	<b>Type</b>	883	1=Yes
<b>Valid N</b>	1117	<b>Mean</b>	1249	.=System Missing
<b>Minimum</b>		<b>Maximum</b>	931	-1/.N=Not Applicable
			18	-9/.M=Not Ascertained

<b>Name</b>	P3PSSPAL		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Parnt report social skills/pos approaches/learning		2053	valid numeric value
<b>Format</b>	Num	<b>Type</b>	5	-9/.M=Missing
<b>Valid N</b>	2053	<b>Mean</b>	1257	SYSMIS/.
<b>Minimum</b>	1	<b>Maximum</b>		

<b>Name</b>	P3STRTOK		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Ratio of students to teachers in K class		898	valid numeric value
<b>Format</b>	Num	<b>Type</b>	1168	-9/.M=Missing
<b>Valid N</b>	898	<b>Mean</b>	1249	SYSMIS/.
<b>Minimum</b>	1	<b>Maximum</b>		

<b>Name</b>	P3PVOLHS		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Parent volunteered in any way at Head Start in year		166	0=No
<b>Format</b>	Num	<b>Type</b>	952	1=Yes
<b>Valid N</b>	1118	<b>Mean</b>	1249	.=System Missing
<b>Minimum</b>		<b>Maximum</b>	931	-1/.N=Not Applicable
			17	-9/.M=Not Ascertained

<b>Name</b>	P3PWITH		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Parnt report total behavior probs-withdrawn score		2042	valid numeric value
<b>Format</b>	Num	<b>Type</b>	16	-9/.M=Missing
<b>Valid N</b>	2042	<b>Mean</b>	1257	SYSMIS/.
<b>Minimum</b>	0	<b>Maximum</b>		

<b>Name</b>	P3PWKACT		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: # of parent-child activities in past week		2058	valid numeric value
<b>Format</b>	Num	<b>Type</b>	8	-9/.M=Missing
<b>Valid N</b>	2058	<b>Mean</b>	1249	SYSMIS/.
<b>Minimum</b>	3	<b>Maximum</b>		

<b>Name</b>	P3READS		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Read to child 3+ times in past week		480	0=No
<b>Format</b>	Num	<b>Type</b>	1577	1=Yes
<b>Valid N</b>	2057	<b>Mean</b>	1251	.=System Missing
<b>Minimum</b>		<b>Maximum</b>	7	-9/.M=Not Ascertained

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3REGBED	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Regular bedtime at least 4 weekdays last week	243	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2046	<b>Mean</b>	1803 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1257 .=System Missing
			12 -9/.M=Not Ascertained

<b>Name</b>	P3RREADS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Respondent read to self in past week	103	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2062	<b>Mean</b>	1959 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1251 .=System Missing
			2 -9/.M=Not Ascertained

<b>Name</b>	P3SCREEN	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Plays inside with screens	17	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1127	<b>Mean</b>	1110 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1249 .=System Missing
			931 -1/.N=Not Applicable
			8 -9/.M=Not Ascertained

<b>Name</b>	P3SLPTM	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Regular hours of sleep at night	2051	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2051	<b>Mean</b>	15 -9/.M=Missing
<b>Minimum</b>	7	<b>Maximum</b>	10.39
			1249 SYSMIS/.
			14

<b>Name</b>	P3SMOKE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Any household member smokes	1403	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2062	<b>Mean</b>	659 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1249 .=System Missing
			4 -9/.M=Not Ascertained

<b>Name</b>	P3TIMETV	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Time watching TV	1124	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1124	<b>Mean</b>	931 -1/.N=Not Applicable
<b>Minimum</b>	0	<b>Maximum</b>	1.43
			11 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3TIMEVD	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Time spent watching video/DVD	1124	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1124	<b>Mean</b>	931 -1/.N=Not Applicable
<b>Minimum</b>	0	<b>Maximum</b>	0.99
			11 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3TMCMGM	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Time spent playing computer games	712	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	712	<b>Mean</b>	931 -1/.N=Not Applicable
<b>Minimum</b>	0	<b>Maximum</b>	0.65
			423 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3TMCOMP		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Time spent using computer other than games		714	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	931 -1/.N=Not Applicable
<b>Valid N</b>	714	<b>Mean</b>	0.29	421 -9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	2.5	1249 SYSMIS/.
<b>Name</b>	P3TMNOSC		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Time playing inside with toys		1127	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	931 -1/.N=Not Applicable
<b>Valid N</b>	1127	<b>Mean</b>	1.69	8 -9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	2.5	1249 SYSMIS/.
<b>Name</b>	P3TMOTSD		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Time spent playing outside		1126	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	931 -1/.N=Not Applicable
<b>Valid N</b>	1126	<b>Mean</b>	1.45	9 -9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	2.5	1249 SYSMIS/.
<b>Name</b>	P3TMREAD		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Time spent reading/being read to		1126	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	931 -1/.N=Not Applicable
<b>Valid N</b>	1126	<b>Mean</b>	0.72	9 -9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	2.5	1249 SYSMIS/.
<b>Name</b>	P3TMVDGM		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Time spent playing video games		1126	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	931 -1/.N=Not Applicable
<b>Valid N</b>	1126	<b>Mean</b>	0.37	9 -9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	2.5	1249 SYSMIS/.
<b>Name</b>	P3TYPECC		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Primary type of child care		1303	0 = No child care
<b>Format</b>	Num	<b>Type</b>	Construct	209 1 = Relative care in child's home
<b>Valid N</b>	2058	<b>Mean</b>		19 1.5=Relative care in both/varies
<b>Minimum</b>		<b>Maximum</b>		258 2 = Relative care in other home
				13 3 = Non-relative care in child's home
				6 3.5=Non-Relative care in both/varies
				58 4 = Non-relative care in other home
				173 5 = Center-based care
				19 6 = Equal time in multiple types of care
				1250 .=System Missing
				7 -9/.M=Not Ascertained

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3WARM	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Parental warmth score	1125	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1125	<b>Mean</b>	4.25
<b>Minimum</b>	2.4	<b>Maximum</b>	5
<b>Name</b>	P3WCCFEE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Weekly amount paid for child care	227	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	227	<b>Mean</b>	51.23
<b>Minimum</b>	0.48	<b>Maximum</b>	250
<b>Name</b>	P3YRDPK	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Yard or park available near home	20	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1119	<b>Mean</b>	1099 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1249 .=System Missing
			931 -1/.N=Not Applicable
			16 -9/.M=Not Ascertained
<b>Name</b>	P4ANYCCR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Any child care before or after Head Start	660	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1040	<b>Mean</b>	380 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 .=System Missing
			2 -9/.M=Not Ascertained
<b>Name</b>	P4CAUTSM	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child Autism or Pervasive Developmental Delay	1035	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1039	<b>Mean</b>	4 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 .=System Missing
			3 -9/.M=Not Ascertained
<b>Name</b>	P4CEMOTN	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child Emotional/Behavioral Disability	1030	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1039	<b>Mean</b>	9 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 .=System Missing
			3 -9/.M=Not Ascertained
<b>Name</b>	P4CHDISB	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child Disability Status	987	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1035	<b>Mean</b>	48 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 .=System Missing
			7 -9/.M=Not Ascertained
<b>Name</b>	P4CMULIM	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child Multiple Impairment	1034	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1039	<b>Mean</b>	5 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 .=System Missing
			3 -9/.M=Not Ascertained

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4CORTHO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child Othopedic Impairment	1042	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1042	<b>Mean</b>	2273
<b>Minimum</b>		<b>Maximum</b>	.=System Missing
<b>Name</b>	P4CRETRD	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child Mental Retardation or Cognitive Impairment	1034	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1039	<b>Mean</b>	5 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273
			3 -9/.M=Not Ascertained
<b>Name</b>	P4CSNSRY	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child Sensory Impairment	1024	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1037	<b>Mean</b>	13 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273
			5 -9/.M=Not Ascertained
<b>Name</b>	P4CSPLNG	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child Speech or Language Impairment	1018	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1040	<b>Mean</b>	22 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273
			2 -9/.M=Not Ascertained
<b>Name</b>	P4CTRBRI	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child Traumatic Brain Injury	1040	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1040	<b>Mean</b>	2273
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Not Ascertained
<b>Name</b>	P4DADEMP	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Father Employment Status	306	1=Working Full Time
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	498	<b>Mean</b>	63 2=Working Part Time
<b>Minimum</b>		<b>Maximum</b>	70 3=Looking for Work
			59 4=Not in Labor Force
			2278
			539 -9/.M=Not Ascertained
<b>Name</b>	P4DEPCAT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Parent Depress Score - CES-D Short Form Categories	632	1=not depressed
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1040	<b>Mean</b>	227 2=mildly depressed
<b>Minimum</b>		<b>Maximum</b>	103 3=moderately depressed
			78 4=severely depressed
			2275
			.=System Missing

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4DEPSCO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Parent Depression Score - CES-D Short Form	1040	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1040	<b>Mean</b>	4.92
<b>Minimum</b>	0	<b>Maximum</b>	36
<b>Name</b>	P4ERREG	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Goes to emergency room for routine medical care	1029	0=No 1=Yes
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1030	<b>Mean</b>	2273 .=-System Missing
<b>Minimum</b>		<b>Maximum</b>	12 -9/.M=Not Ascertained
<b>Name</b>	P4FF13A	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Parent attended general school meeting	138	0=No 1=Yes
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1035	<b>Mean</b>	2280 .=-System Missing
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4FF13B	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Parent attended parent-teacher conference	119	0=No 1=Yes
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1035	<b>Mean</b>	2280 .=-System Missing
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4FF13C	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Parent attended school or class event	409	0=No 1=Yes
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1035	<b>Mean</b>	2280 .=-System Missing
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4FF13D	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Parent volunteered at school	629	0=No 1=Yes
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1036	<b>Mean</b>	2279 .=-System Missing
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4FMRISK	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Family Risk Index	801	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	801	<b>Mean</b>	1.57
<b>Minimum</b>	0	<b>Maximum</b>	4

## Codebook for Child-Level PUF, continued

Name	P4FMSTRC	Frequency	Code and Description
<b>Label</b>	P4: Family Structure	501	1=Bio/adoptive Mother and Father
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1042	<b>Mean</b>	443 2=Bio/adoptive Mother Only
<b>Minimum</b>		<b>Maximum</b>	16 3=Bio/adoptive Father Only
			3 5=Non-bio Mother and Bio/adoptive Father
			46 6=Bio/adoptive Mother and Non-bio Father
			23 7=Biological Grandparent(s)
			10 8=Other
			2273 .=System Missing

Name	P4H1PFAM	Frequency	Code and Description
<b>Label</b>	P4: Parent finds family member(s) very helpful	122	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1038	<b>Mean</b>	916 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 .=System Missing
			4 -9/.M=Not Ascertained

Name	P4H1PFRD	Frequency	Code and Description
<b>Label</b>	P4: Parent finds friend(s) very helpful	508	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1039	<b>Mean</b>	531 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 .=System Missing
			3 -9/.M=Not Ascertained

Name	P4H1PPP1	Frequency	Code and Description
<b>Label</b>	P4: Number of types of people parent finds very helpful	1037	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1037	<b>Mean</b>	4.06
<b>Minimum</b>	0	<b>Maximum</b>	12
			5 -9/.M=Missing
			2273 SYSMIS/.

Name	P4H1PPRO	Frequency	Code and Description
<b>Label</b>	P4: Parent finds professional(s) very helpful	428	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1036	<b>Mean</b>	608 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 .=System Missing
			6 -9/.M=Not Ascertained

Name	P4HELPA1	Frequency	Code and Description
<b>Label</b>	P4: Number of types of help parent can always get	1041	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1041	<b>Mean</b>	4.12
<b>Minimum</b>	0	<b>Maximum</b>	6
			1 -9/.M=Missing
			2273 SYSMIS/.

Name	P4HHSIZE	Frequency	Code and Description
<b>Label</b>	P4: Household Size	1042	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1042	<b>Mean</b>	4.69
<b>Minimum</b>	2	<b>Maximum</b>	12
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4HMCARE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Any child care from relative or in private home	747	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1042	<b>Mean</b>	295 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 .=System Missing

<b>Name</b>	P4HRWKCC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Number of hours per week in child care	375	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	375	<b>Mean</b>	13.41
<b>Minimum</b>	1	<b>Maximum</b>	54
			660 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			4 -9/.M=Missing
			2273 SYSMIS/.

<b>Name</b>	P4HRWKK	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Number of hours per week in kindergarten	1039	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1039	<b>Mean</b>	32.48
<b>Minimum</b>	5	<b>Maximum</b>	70
			3 -9/.M=Missing
			2273 SYSMIS/.

<b>Name</b>	P4INCOME	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Income Categories	51	1= \$0- \$5000
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	993	<b>Mean</b>	109 2= \$5001-\$10000
<b>Minimum</b>		<b>Maximum</b>	158 3= \$10001-\$15000
			133 4= \$15001-\$20000
			123 5= \$20001-\$25000
			118 6= \$25001-\$30000
			70 7= \$30001-\$35000
			64 8= \$35001-\$40000
			69 9= \$40001-\$50000
			63 10= \$50001-\$75000
			35 11= \$75001-HIGH
			2322 .= System Missing

<b>Name</b>	P4INJURY	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Any injury in past year	910	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1041	<b>Mean</b>	131 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 .=System Missing
			1 -9/.M=Not Ascertained

<b>Name</b>	P4INSURC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Any health insurance for child	57	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1034	<b>Mean</b>	977 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 .=System Missing
			8 -9/.M=Not Ascertained

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4INSURR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Any health insurance for respondent	323	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1041	<b>Mean</b>	718 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 .=System Missing
			1 -9/.M=Not Ascertained
<b>Name</b>	P4LASTDN	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Last regular dentist checkup less than 1 yr ago	86	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1039	<b>Mean</b>	953 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 .=System Missing
			3 -9/.M=Not Ascertained
<b>Name</b>	P4LASTDR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Last regular doctor checkup less than 1 yr ago	46	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1040	<b>Mean</b>	994 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 .=System Missing
			2 -9/.M=Not Ascertained
<b>Name</b>	P4MILK	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Drinks milk at least twice a day	425	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1040	<b>Mean</b>	615 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 .=System Missing
			2 -9/.M=Not Ascertained
<b>Name</b>	P4MODSNK	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Ate salty snacks less than once a day	242	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1042	<b>Mean</b>	800 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 .=System Missing
<b>Name</b>	P4MODSWT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Ate sweets less than once a day	318	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1042	<b>Mean</b>	724 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 .=System Missing
<b>Name</b>	P4NHOMES	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Number of home or relative child care arrangements	1039	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1039	<b>Mean</b>	0.38
<b>Minimum</b>	0	<b>Maximum</b>	6
			3 -9/.M=Missing
			2273 SYSMIS/.
<b>Name</b>	P4NOFSTF	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Ate no fast food in past week	781	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1042	<b>Mean</b>	261 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 .=System Missing

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4NOSODA			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Drank no soda in past week			816	0=No
<b>Format</b>	Num	<b>Type</b>	Construct	223	1=Yes
<b>Valid N</b>	1039	<b>Mean</b>		2273	.=System Missing
<b>Minimum</b>		<b>Maximum</b>		3	-9/.M=Not Ascertained

<b>Name</b>	P4MOMEMP			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Mother Employment Status			299	1=Working Full Time
<b>Format</b>	Num	<b>Type</b>	Construct	262	2=Working Part Time
<b>Valid N</b>	1020	<b>Mean</b>		144	3=Looking for Work
<b>Minimum</b>		<b>Maximum</b>		315	4=Not in Labor Force
				2273	.=System Missing
				22	-9/.M=Not Ascertained

<b>Name</b>	P4NUMCC			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Total number of child care arrangements			1036	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	6	-9/.M=Missing
<b>Valid N</b>	1036	<b>Mean</b>	0.49	2273	SYSMIS/.
<b>Minimum</b>	0	<b>Maximum</b>	6		

<b>Name</b>	P4NUMTCC			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Number of types of child care arrangements			1038	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	4	-9/.M=Missing
<b>Valid N</b>	1038	<b>Mean</b>	0.39	2273	SYSMIS/.
<b>Minimum</b>	0	<b>Maximum</b>	3		

<b>Name</b>	P4PAGGR			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Parnt report total behavior probs-aggressive score			730	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	1	-9/.M=Missing
<b>Valid N</b>	730	<b>Mean</b>	0.78	2584	SYSMIS/.
<b>Minimum</b>	0	<b>Maximum</b>	4		

<b>Name</b>	P4PBEPRB			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Parent reported total behavior problems index			730	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	1	-9/.M=Missing
<b>Valid N</b>	730	<b>Mean</b>	5.37	2584	SYSMIS/.
<b>Minimum</b>	0	<b>Maximum</b>	23		

<b>Name</b>	P4PDISB			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Parent Disability Status			1040	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	2	-9/.M=Missing
<b>Valid N</b>	1040	<b>Mean</b>	0.12	2273	SYSMIS/.
<b>Minimum</b>	0	<b>Maximum</b>	1		

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4HYPER	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Parnt report total behavior probs-hyperactive scr	729	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	729	<b>Mean</b>	2.32
<b>Minimum</b>	0	<b>Maximum</b>	8
<b>Name</b>	P4PMOACT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: # of outside activities in past month	1042	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1042	<b>Mean</b>	5.18
<b>Minimum</b>	0	<b>Maximum</b>	11
<b>Name</b>	P4POVRTO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Ratio of Income to Poverty	146	1= Less than 50% of Poverty Threshold
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	844	<b>Mean</b>	287 2= Between 50% and 100% of Poverty Threshold
<b>Minimum</b>		<b>Maximum</b>	122 3= Between 101% and 130% of Poverty Threshold
			148 4= Between 131% and 185% of Poverty Threshold
			18 5= Between 186% and 200% of poverty threshold
			123 6= Above 200% of the Poverty Threshold
			2471 .= System Missing
<b>Name</b>	P4POVRTY	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Poverty Status	411	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	844	<b>Mean</b>	433 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2471 .=System Missing
<b>Name</b>	P4PRGTYP	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child Program Type	672	1=Full day K
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	726	<b>Mean</b>	54 2=Half day K
<b>Minimum</b>		<b>Maximum</b>	2589 .=System Missing
<b>Name</b>	P4PWITH	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Parent report total behavior probs-withdrawn score	726	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	726	<b>Mean</b>	0.70
<b>Minimum</b>	0	<b>Maximum</b>	6
<b>Name</b>	P4PWKACT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: # of parent-child activities in past week	1042	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1042	<b>Mean</b>	9.69
<b>Minimum</b>	0	<b>Maximum</b>	11

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4READS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Read to child 3+ times in past week	214	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1041	<b>Mean</b>	827 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 .=System Missing
			1 -9/.M=Not Ascertained
<b>Name</b>	P4REGBED	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Regular bedtime at least 4 weekdays last week	112	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1036	<b>Mean</b>	924 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 .=System Missing
			6 -9/.M=Not Ascertained
<b>Name</b>	P4RREADS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Respondent read to self in past week	49	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1041	<b>Mean</b>	992 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 .=System Missing
			1 -9/.M=Not Ascertained
<b>Name</b>	P4SLPTM	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Regular hours of sleep at night	1042	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1042	<b>Mean</b>	10.24
<b>Minimum</b>	8	<b>Maximum</b>	13.5
			2273 SYSMIS/.
<b>Name</b>	P4SMOKE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Any household member smokes	741	0=No
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1041	<b>Mean</b>	300 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 .=System Missing
			1 -9/.M=Not Ascertained
<b>Name</b>	P4PSSPAL	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Parent report social skills/pos approach/learning	731	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	731	<b>Mean</b>	12.74
<b>Minimum</b>	0	<b>Maximum</b>	16
			2584 SYSMIS/.
<b>Name</b>	P4STRTOK	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Ratio of students to teachers in classroom	1007	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1007	<b>Mean</b>	13.90
<b>Minimum</b>	0.5	<b>Maximum</b>	40
			35 -9/.M=Missing
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P4TYPECC	Frequency	Code and Description
<b>Label</b>	P4: Primary type of child care	660	0 = No child care
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1037	<b>Mean</b>	97 1 = Relative care in child's home
<b>Minimum</b>		<b>Maximum</b>	11 1.5=Relative care in both/varies
			130 2 = Relative care in other home
			11 3 = Non-relative care in child's home
			26 4 = Non-relative care in other home
			93 5 = Center-based care
			9 6 = Equal time in multiple types of care
			2274 .=System Missing
			4 -9/.M=Not Ascertained

Name	P4WCCFEE	Frequency	Code and Description
<b>Label</b>	P4: Weekly amount paid for child care	136	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	136	<b>Mean</b>	54.38
<b>Minimum</b>	0.38	<b>Maximum</b>	500
			906 -9/.M=Missing
			2273 SYSMIS/.

Name	T1CARTIO	Frequency	Code and Description
<b>Label</b>	T1: Child/Adult Ratio	3296	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3296	<b>Mean</b>	7.23
<b>Minimum</b>	0.5	<b>Maximum</b>	18
			19 SYSMIS/.

Name	T1CSIZE	Frequency	Code and Description
<b>Label</b>	T1: Class Size	3296	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3296	<b>Mean</b>	17.33
<b>Minimum</b>	1	<b>Maximum</b>	30
			19 SYSMIS/.

Name	T1CTRTIO	Frequency	Code and Description
<b>Label</b>	T1: Child/Teacher Ratio	3296	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3296	<b>Mean</b>	8.97
<b>Minimum</b>	1	<b>Maximum</b>	20
			19 SYSMIS/.

Name	T1DEPCAT	Frequency	Code and Description
<b>Label</b>	T1: Teacher Depression Score CES-D Short Form- Categories	2160	1=not depressed
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3300	<b>Mean</b>	733 2=mildly depressed
<b>Minimum</b>		<b>Maximum</b>	235 3=moderately depressed
			172 4=severely depressed
			15 .=System Missing

Name	T1DEPSCO	Frequency	Code and Description
<b>Label</b>	T1: Teacher Depression Score CES-D Short Form	3300	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3300	<b>Mean</b>	4.30
<b>Minimum</b>	0	<b>Maximum</b>	26
			15 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	T1FDASC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Revised Fall 2006 T1DASCOR Flag	3262	0=Not Revised
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3300	<b>Mean</b>	38 1=Revised
<b>Minimum</b>		<b>Maximum</b>	15 .=-System Missing

<b>Name</b>	T1FDASC2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Revised Fall 2006 T1DASCO2 Flag	3262	0=Not Revised
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3300	<b>Mean</b>	38 1=Revised
<b>Minimum</b>		<b>Maximum</b>	15 .=-System Missing

<b>Name</b>	T1FDISC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Revised Fall 2006 T1DISCOR Flag	3262	0=Not Revised
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3300	<b>Mean</b>	38 1=Revised
<b>Minimum</b>		<b>Maximum</b>	15 .=-System Missing

<b>Name</b>	T1FDISC2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Revised Fall 2006 T1DISCO2 Flag	3262	0=Not Revised
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3300	<b>Mean</b>	38 1=Revised
<b>Minimum</b>		<b>Maximum</b>	15 .=-System Missing

<b>Name</b>	T1FINSC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Revised Fall 2006 T1INTSCO Flag	3274	0=Not Revised
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3300	<b>Mean</b>	26 1=Revised
<b>Minimum</b>		<b>Maximum</b>	15 .=-System Missing

<b>Name</b>	T1FINSC2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Revised Fall 2006 T1INSCO2 Flag	3268	0=Not Revised
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3300	<b>Mean</b>	32 1=Revised
<b>Minimum</b>		<b>Maximum</b>	15 .=-System Missing

<b>Name</b>	T1FLTRSC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Revised Fall 2006 T1LTRSCO Flag	3271	0=Not Revised
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3300	<b>Mean</b>	29 1=Revised
<b>Minimum</b>		<b>Maximum</b>	15 .=-System Missing

<b>Name</b>	T1FRWDSC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Revised Fall 2006 T1RWDSO Flag	3262	0=Not Revised
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3300	<b>Mean</b>	38 1=Revised
<b>Minimum</b>		<b>Maximum</b>	15 .=-System Missing

## Codebook for Child-Level PUF, continued

<b>Name</b>	T1RDASC			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Developmentally Appropriate Attitudes Scale (Westat)			3300	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	15	SYSMIS/.
<b>Valid N</b>	3300	<b>Mean</b>	7.68		
<b>Minimum</b>	2	<b>Maximum</b>	10		
<b>Name</b>	T1RDASC2			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Developmentally Appropriate Attitudes Scale (MPR)			3300	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	15	SYSMIS/.
<b>Valid N</b>	3300	<b>Mean</b>	8.00		
<b>Minimum</b>	2	<b>Maximum</b>	10		
<b>Name</b>	T1RDISC			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Didactic Scale (Westat)			3300	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	15	SYSMIS/.
<b>Valid N</b>	3300	<b>Mean</b>	2.27		
<b>Minimum</b>	1	<b>Maximum</b>	4.6		
<b>Name</b>	T1RDISC2			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Didactic Scale (MPR)			3300	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	15	SYSMIS/.
<b>Valid N</b>	3300	<b>Mean</b>	2.50		
<b>Minimum</b>	1	<b>Maximum</b>	4.67		
<b>Name</b>	T1RINSC			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Child-initiated Scale (Westat)			3300	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	15	SYSMIS/.
<b>Valid N</b>	3300	<b>Mean</b>	4.39		
<b>Minimum</b>	2	<b>Maximum</b>	5		
<b>Name</b>	T1RINSC2			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Child-initiated Scale (MPR)			3300	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	15	SYSMIS/.
<b>Valid N</b>	3300	<b>Mean</b>	4.46		
<b>Minimum</b>	1.2	<b>Maximum</b>	5		
<b>Name</b>	T1RLTRSC			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Teach Letters Scale (Westat)			3300	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	15	SYSMIS/.
<b>Valid N</b>	3300	<b>Mean</b>	3.27		
<b>Minimum</b>	1	<b>Maximum</b>	5		
<b>Name</b>	T1RRWDSC			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T1: Explicit Rewards Scale (Westat)			3300	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct	15	SYSMIS/.
<b>Valid N</b>	3300	<b>Mean</b>	2.37		
<b>Minimum</b>	1	<b>Maximum</b>	4.5		

## Codebook for Child-Level PUF, continued

<b>Name</b>	T2CARTIO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Child/Adult Ratio	2901	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2901	<b>Mean</b>	7.37
<b>Minimum</b>	1	<b>Maximum</b>	13
<b>Name</b>	T2CSIZE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Class Size	2910	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2910	<b>Mean</b>	17.36
<b>Minimum</b>	1	<b>Maximum</b>	23
<b>Name</b>	T2CTRTIO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Child/Teacher Ratio	2901	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2901	<b>Mean</b>	9.19
<b>Minimum</b>	1	<b>Maximum</b>	21
<b>Name</b>	T2DEPCAT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Teacher Depression Score CES-D Short Form- Categories	1892	1=not depressed
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2911	<b>Mean</b>	638 2=mildly depressed
<b>Minimum</b>		<b>Maximum</b>	277 3=moderately depressed
			104 4=severely depressed
			404 .=System Missing
<b>Name</b>	T2DEPSCO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Teacher Depression Score CES-D Short Form	2911	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2911	<b>Mean</b>	4.33
<b>Minimum</b>	0	<b>Maximum</b>	29
<b>Name</b>	T2MNGSPT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T2: Program Management Support	2900	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2900	<b>Mean</b>	3.62
<b>Minimum</b>	1	<b>Maximum</b>	5
<b>Name</b>	T3CARTIO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Child/Adult Ratio	1161	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1161	<b>Mean</b>	7.50
<b>Minimum</b>	2.67	<b>Maximum</b>	17
<b>Name</b>	T3CSIZE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Class Size	1171	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1171	<b>Mean</b>	17.97
<b>Minimum</b>	8	<b>Maximum</b>	30

## Codebook for Child-Level PUF, continued

<b>Name</b>	T3CTRTIO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Child/Teacher Ratio	1161	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1161	<b>Mean</b>	8.92
<b>Minimum</b>	2.67	<b>Maximum</b>	21
<b>Name</b>	T3DASCO2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Developmentally Appropriate Attitudes Scale (MPR)	700	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	700	<b>Mean</b>	7.79
<b>Minimum</b>	3	<b>Maximum</b>	10
<b>Name</b>	T3DASCOR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Developmentally Appropriate Attitudes Scale (Westat)	700	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	700	<b>Mean</b>	7.27
<b>Minimum</b>	3	<b>Maximum</b>	10
<b>Name</b>	T3DEPCAT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Teacher Depression Score CES-D Short Form- Categories	736	1=not depressed
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1167	<b>Mean</b>	240 2=mildly depressed
<b>Minimum</b>		<b>Maximum</b>	147 3=moderately depressed
			44 4=severely depressed
			2138 .=System Missing
			10 -9/.M=Not Ascertained
<b>Name</b>	T3DEPSCO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Teacher Depression Score CES-D Short Form	1167	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1167	<b>Mean</b>	4.48
<b>Minimum</b>	0	<b>Maximum</b>	33
<b>Name</b>	T3DISCO2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Didactic Scale (MPR)	700	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	700	<b>Mean</b>	2.66
<b>Minimum</b>	1.17	<b>Maximum</b>	4.67
<b>Name</b>	T3DISCOR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Didactic Scale (Westat)	700	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	700	<b>Mean</b>	2.49
<b>Minimum</b>	1	<b>Maximum</b>	4.6

## Codebook for Child-Level PUF, continued

<b>Name</b>	T3INSCO2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Child-initiated Scale (MPR)	700	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	700	<b>Mean</b>	4.42
<b>Minimum</b>	1	<b>Maximum</b>	5
<b>Name</b>	T3INTSCO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Child-initiated Scale (Westat)	700	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	700	<b>Mean</b>	4.38
<b>Minimum</b>	1.8	<b>Maximum</b>	5
<b>Name</b>	T3LTRSCO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Teach Letters Scale (Westat)	700	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	700	<b>Mean</b>	3.43
<b>Minimum</b>	1	<b>Maximum</b>	5
<b>Name</b>	T3MNGSPT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Program Management Support	1177	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	1177	<b>Mean</b>	3.73
<b>Minimum</b>	1.08	<b>Maximum</b>	5
<b>Name</b>	T3RWDSCO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Explicit Rewards Scale (Westat)	700	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	700	<b>Mean</b>	2.34
<b>Minimum</b>	1	<b>Maximum</b>	5
<b>Name</b>	O2ADLTS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: Counts of Adults	2782	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2782	<b>Mean</b>	2.43
<b>Minimum</b>	1	<b>Maximum</b>	5
<b>Name</b>	O2ARDTCH	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: Arnett lead teacher detachment score	2774	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2774	<b>Mean</b>	10.34
<b>Minimum</b>	1	<b>Maximum</b>	12
<b>Name</b>	O2ARHRSH	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: Arnett lead teacher harshness score	2774	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2774	<b>Mean</b>	23.64
<b>Minimum</b>	5	<b>Maximum</b>	27

## Codebook for Child-Level PUF, continued

<b>Name</b>	O2ARINDP	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: Arnett lead teacher independence score	2774	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2774	<b>Mean</b>	8.12
<b>Minimum</b>	3	<b>Maximum</b>	12
<b>Name</b>	O2ARNETT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: Arnett lead teacher total score	2774	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2774	<b>Mean</b>	66.42
<b>Minimum</b>	23	<b>Maximum</b>	85
<b>Name</b>	O2ARPRMS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: Arnett lead teacher permissiveness score	2774	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2774	<b>Mean</b>	7.08
<b>Minimum</b>	3	<b>Maximum</b>	9
<b>Name</b>	O2ARSNST	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: Arnett lead teacher sensitivity score	2774	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2774	<b>Mean</b>	17.23
<b>Minimum</b>	4	<b>Maximum</b>	30
<b>Name</b>	O2CARTIO	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: Child/Adult Ratio	2782	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2782	<b>Mean</b>	6.58
<b>Minimum</b>	2.4	<b>Maximum</b>	16
<b>Name</b>	O2CLSSCD	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS concept development score	2762	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2762	<b>Mean</b>	1.75
<b>Minimum</b>	1	<b>Maximum</b>	4
<b>Name</b>	O2CLSSIS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS instructional support source	2762	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2762	<b>Mean</b>	1.91
<b>Minimum</b>	1	<b>Maximum</b>	4.11
<b>Name</b>	O2CLSSLM	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS language modeling score	2762	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2762	<b>Mean</b>	2.05
<b>Minimum</b>	1	<b>Maximum</b>	4.33

## Codebook for Child-Level PUF, continued

<b>Name</b>	O2CLSSQF	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: CLASS quality of feedback score	2762	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2762	<b>Mean</b>	1.93
<b>Minimum</b>	1	<b>Maximum</b>	4.67
<b>Name</b>	O2CSIZE	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: Counts of Children	2782	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2782	<b>Mean</b>	14.89
<b>Minimum</b>	5.33	<b>Maximum</b>	21.67
<b>Name</b>	O2ECCREA	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: ECERS creative mean score	2782	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2782	<b>Mean</b>	3.45
<b>Minimum</b>	1.83	<b>Maximum</b>	6.5
<b>Name</b>	O2ECERSR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: ECERS total mean score	2782	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2782	<b>Mean</b>	3.56
<b>Minimum</b>	2.22	<b>Maximum</b>	5.44
<b>Name</b>	O2ECFURN	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: ECERS furnishing mean score	2782	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2782	<b>Mean</b>	4.38
<b>Minimum</b>	2.25	<b>Maximum</b>	6.75
<b>Name</b>	O2ECLANG	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: ECERS language mean score	2782	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2782	<b>Mean</b>	3.74
<b>Minimum</b>	1.25	<b>Maximum</b>	7
<b>Name</b>	O2ECMOTR	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: ECERS motor skills mean score	2782	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2782	<b>Mean</b>	3.40
<b>Minimum</b>	1	<b>Maximum</b>	6.5
<b>Name</b>	O2ECPERS	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: ECERS personal care mean score	2782	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2782	<b>Mean</b>	2.29
<b>Minimum</b>	1	<b>Maximum</b>	5

## Codebook for Child-Level PUF, continued

<b>Name</b>	O2ECPROV	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: ECERS Provisions for Learning Mean Score	2782	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2782	<b>Mean</b>	3.53
<b>Minimum</b>	2.1	<b>Maximum</b>	6.4
<b>Name</b>	O2ECSOCL	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: ECERS social mean score	2782	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2782	<b>Mean</b>	4.41
<b>Minimum</b>	1	<b>Maximum</b>	7
<b>Name</b>	O2ECSTRC	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: ECERS program structure mean score	2782	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2782	<b>Mean</b>	3.84
<b>Minimum</b>	1.25	<b>Maximum</b>	7
<b>Name</b>	O2ECTCH	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	O2: ECERS Teaching and Interactions Mean Score	2782	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	2782	<b>Mean</b>	4.05
<b>Minimum</b>	1.4	<b>Maximum</b>	6.7
<b>Name</b>	C1MNGSPT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	C1: Program Management Support - Center Director	3242	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3242	<b>Mean</b>	4.38
<b>Minimum</b>	1	<b>Maximum</b>	5
<b>Name</b>	E1MNGSPT	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	E1: Program Management Support - Education Coordinator	3074	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Construct
<b>Valid N</b>	3074	<b>Mean</b>	4.39
<b>Minimum</b>	1	<b>Maximum</b>	5
<b>Name</b>	A1_Lang	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: Language selection	2343	11=English speaker, assessed in English
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3182	<b>Mean</b>	335 12=Spanish speaker, assessed in English (+TVIP)
<b>Minimum</b>		<b>Maximum</b>	24 13=Vrsn1, Spanish, did English +TVIP, failed Vrsn2 scrnr
			32 15='other' speaker, assessed in English
			3 16=Vrsn1 'other' speaker, did English, failed Vrsn2 scrnr
			425 22=Spanish speaker, assessed in Spanish
			20 99='other' speaker, did not pass screener
			133 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	A1_Date			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A1: Assessment completed date			602	Sep 2006
<b>Format</b>	Num	<b>Type</b>	Source	1826	Oct 2006
<b>Valid N</b>	3182	<b>Mean</b>		754	November 2006
<b>Minimum</b>		<b>Maximum</b>		133	SYSMIS/.
<b>Name</b>	A2_Lang			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: Language selection			2185	11=English speaker, assessed in English
<b>Format</b>	Num	<b>Type</b>	Source	473	12=Spanish speaker, assessed in English (+TVIP)
<b>Valid N</b>	2851	<b>Mean</b>		26	15='other' speaker, assessed in English
<b>Minimum</b>		<b>Maximum</b>		162	22=Spanish speaker, assessed in Spanish
				5	99='other' speaker, did not pass screener
				464	SYSMIS/.
<b>Name</b>	A2_Date			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A2: Assessment completed date			706	Mar/early Apr 2007
<b>Format</b>	Num	<b>Type</b>	Source	1146	April 2007
<b>Valid N</b>	2851	<b>Mean</b>		999	May 2007
<b>Minimum</b>		<b>Maximum</b>		464	SYSMIS/.
<b>Name</b>	A3_Lang			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: Language selection			1530	11=English speaker, assessed in English
<b>Format</b>	Num	<b>Type</b>	Source	510	12=Spanish speaker, assessed in English (+TVIP)
<b>Valid N</b>	2086	<b>Mean</b>		16	15='other' speaker, assessed in English
<b>Minimum</b>		<b>Maximum</b>		29	22=Spanish speaker, assessed in Spanish
				1	99='other' speaker, did not pass screener
				1229	SYSMIS/.
<b>Name</b>	A3_Date			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A3: Assessment completed date			602	March 2008
<b>Format</b>	Num	<b>Type</b>	Source	1182	April 2008
<b>Valid N</b>	2086	<b>Mean</b>		302	May 2008
<b>Minimum</b>		<b>Maximum</b>		1229	SYSMIS/.
<b>Name</b>	A4_Lang			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: Language selection			744	11=English speaker, assessed in English
<b>Format</b>	Num	<b>Type</b>	Source	239	12=Spanish speaker, assessed in English (+TVIP)
<b>Valid N</b>	996	<b>Mean</b>		11	15='other' speaker, assessed in English
<b>Minimum</b>		<b>Maximum</b>		2	22=Spanish speaker, assessed in Spanish
				1015	-1/.N=Not Applic
				1304	SYSMIS/.
<b>Name</b>	A4_Date			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	A4: Assessment completed date			408	March 2009
<b>Format</b>	Num	<b>Type</b>	Source	453	April 2009
<b>Valid N</b>	996	<b>Mean</b>		135	May 2009
<b>Minimum</b>		<b>Maximum</b>		2319	SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	R1_Date	Frequency	Code and Description
<b>Label</b>	R1: TCR completed date	406	Sep 2006
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3155	<b>Mean</b>	1339 Oct 2006
<b>Minimum</b>		<b>Maximum</b>	949 November 2006
			461 Dec 2006(/Jan)
			160 SYSMIS/.

Name	R1B01	Frequency	Code and Description
<b>Label</b>	R1: Can child recognize letters	98	1=all letters of the alphabet
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3155	<b>Mean</b>	278 2=most of them
<b>Minimum</b>		<b>Maximum</b>	1461 3=some of them
			1318 4=none of them
			160 SYSMIS/.

Name	R1B02	Frequency	Code and Description
<b>Label</b>	R1: How high child can count	430	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3155	<b>Mean</b>	1159 2=up to five
<b>Minimum</b>		<b>Maximum</b>	1237 3=up to ten
			309 4=up to twenty
			17 5=up to fifty
			3 6=up to 100 or more
			160 SYSMIS/.

Name	R1B03	Frequency	Code and Description
<b>Label</b>	R1: How often child likes to write	371	1=never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3155	<b>Mean</b>	752 2=has done it once or twice
<b>Minimum</b>		<b>Maximum</b>	1311 3=sometimes
			721 4=often
			160 SYSMIS/.

Name	R1B04	Frequency	Code and Description
<b>Label</b>	R1: Can child identify colors	1353	1=all of them
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3155	<b>Mean</b>	1409 2=some of them
<b>Minimum</b>		<b>Maximum</b>	393 3=none of them
			160 SYSMIS/.

Name	R1B05A	Frequency	Code and Description
<b>Label</b>	R1: Child writes rather than scribbles	2032	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3152	<b>Mean</b>	1120 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -9/.M=Missing
			160 SYSMIS/.

Name	R1B05B	Frequency	Code and Description
<b>Label</b>	R1: Does child write own first name	2476	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3153	<b>Mean</b>	677 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing
			160 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	R1B05C	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Child trips, stumbles, or falls easily	2899	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3153	<b>Mean</b>	254 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing
			160 SYSMIS/.
<b>Name</b>	R1B05D	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Child is understandable to strangers	628	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3153	<b>Mean</b>	2525 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing
			160 SYSMIS/.
<b>Name</b>	R1B05E	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Child stutters or stammers	2910	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3152	<b>Mean</b>	242 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -9/.M=Missing
			160 SYSMIS/.
<b>Name</b>	R1B05F	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Child looks at book and pretends to read	402	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3153	<b>Mean</b>	2751 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing
			160 SYSMIS/.
<b>Name</b>	R1B05G	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Child recognizes own first name	1023	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3151	<b>Mean</b>	2128 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -9/.M=Missing
			160 SYSMIS/.
<b>Name</b>	R1D_A	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Acts too young for his or her age	414	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	638	<b>Mean</b>	173 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	51 3=Very True or Often True
			2517 -9/.M=Missing
			160 SYSMIS/.
<b>Name</b>	R1D_B	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Can't concentrate/pay attention	315	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	638	<b>Mean</b>	233 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	90 3=Very True or Often True
			2517 -9/.M=Missing
			160 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	R1D_C	Frequency	Code and Description
<b>Label</b>	R1: Disobeys rules or requests	1714	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3147	<b>Mean</b>	1190 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	243 3=Very True or Often True
			8 -9/.M=Missing
			160 SYSMIS/.

Name	R1D_D	Frequency	Code and Description
<b>Label</b>	R1: Disrupts ongoing activities	1944	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3149	<b>Mean</b>	969 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	236 3=Very True or Often True
			6 -9/.M=Missing
			160 SYSMIS/.

Name	R1D_E	Frequency	Code and Description
<b>Label</b>	R1: Hard to understand what/is said	2143	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3150	<b>Mean</b>	663 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	344 3=Very True or Often True
			5 -9/.M=Missing
			160 SYSMIS/.

Name	R1D_F	Frequency	Code and Description
<b>Label</b>	R1: Hits or fights with others	2229	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3148	<b>Mean</b>	762 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	157 3=Very True or Often True
			7 -9/.M=Missing
			160 SYSMIS/.

Name	R1D_G	Frequency	Code and Description
<b>Label</b>	R1: Keeps to herself/himself; withdraws	2089	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3147	<b>Mean</b>	854 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	204 3=Very True or Often True
			8 -9/.M=Missing
			160 SYSMIS/.

Name	R1D_H	Frequency	Code and Description
<b>Label</b>	R1: Lacks confidence to learn new things	1886	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3150	<b>Mean</b>	1112 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	152 3=Very True or Often True
			5 -9/.M=Missing
			160 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	R1D_I	Frequency	Code and Description
<b>Label</b>	R1: Is nervous, high-strung, or tense	2613	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3150	<b>Mean</b>	430 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	107 3=Very True or Often True
			5 -9/.M=Missing
			160 SYSMIS/.

Name	R1D_J	Frequency	Code and Description
<b>Label</b>	R1: Is very restless, fidgets	2128	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3149	<b>Mean</b>	757 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	264 3=Very True or Often True
			6 -9/.M=Missing
			160 SYSMIS/.

Name	R1D_K	Frequency	Code and Description
<b>Label</b>	R1: Seems sleepy/tired in class	2708	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3150	<b>Mean</b>	393 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	49 3=Very True or Often True
			5 -9/.M=Missing
			160 SYSMIS/.

Name	R1D_L	Frequency	Code and Description
<b>Label</b>	R1: Has temper tantrums/hot temper	2611	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3150	<b>Mean</b>	404 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	135 3=Very True or Often True
			5 -9/.M=Missing
			160 SYSMIS/.

Name	R1D_M	Frequency	Code and Description
<b>Label</b>	R1: Seems unhappy, sad/depressed	2598	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3150	<b>Mean</b>	470 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	82 3=Very True or Often True
			5 -9/.M=Missing
			160 SYSMIS/.

Name	R1D_N	Frequency	Code and Description
<b>Label</b>	R1: Worries about things for a long time	2756	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3148	<b>Mean</b>	341 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	51 3=Very True or Often True
			7 -9/.M=Missing
			160 SYSMIS/.

Name	R1F01	Frequency	Code and Description
<b>Label</b>	R1: Profsnl said child has devlpmntl problem/delay	2753	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3155	<b>Mean</b>	402 1=Yes
<b>Minimum</b>		<b>Maximum</b>	160 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	R1F02_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Professional said: Vision impairment	379	0=No
<b>Format</b>	Num	<b>Type</b>	Source 23 1=Vision impairment
<b>Valid N</b>	402	<b>Mean</b>	2753 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	160 SYSMIS/.
<b>Name</b>	R1F02_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Professional said: Blindness	401	0=No
<b>Format</b>	Num	<b>Type</b>	Source 1 2=Blindness
<b>Valid N</b>	402	<b>Mean</b>	2753 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	160 SYSMIS/.
<b>Name</b>	R1F02_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Profsnl said: Hearing impairment/hard of hearing	386	0=No
<b>Format</b>	Num	<b>Type</b>	Source 16 3=Hearing impairment/hard of hearing
<b>Valid N</b>	402	<b>Mean</b>	2753 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	160 SYSMIS/.
<b>Name</b>	R1F02_04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Professional said: Deafness	401	0=No
<b>Format</b>	Num	<b>Type</b>	Source 1 4=Deafness
<b>Valid N</b>	402	<b>Mean</b>	2753 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	160 SYSMIS/.
<b>Name</b>	R1F02_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Professional said: Motor impairment	376	0=No
<b>Format</b>	Num	<b>Type</b>	Source 26 5=Motor impairment
<b>Valid N</b>	402	<b>Mean</b>	2753 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	160 SYSMIS/.
<b>Name</b>	R1F02_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Profsnl said: Speech impairmt/diffclt communicatng	126	0=No
<b>Format</b>	Num	<b>Type</b>	Source 276 6=Speech impairment/difficulty communicating
<b>Valid N</b>	402	<b>Mean</b>	2753 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	160 SYSMIS/.
<b>Name</b>	R1F02_07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Professional said: Mental retardation	400	0=No
<b>Format</b>	Num	<b>Type</b>	Source 2 7=Mental retardation
<b>Valid N</b>	402	<b>Mean</b>	2753 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	160 SYSMIS/.
<b>Name</b>	R1F02_08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Professional said: Development delay	329	0=No
<b>Format</b>	Num	<b>Type</b>	Source 73 8=Development delay
<b>Valid N</b>	402	<b>Mean</b>	2753 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	160 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	R1F02_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Professional said: Autism (or PDD)	393	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	402	<b>Mean</b>	9 9=Autism (or PDD)
<b>Minimum</b>		<b>Maximum</b>	2753 -1/.N=Not Applicable
			160 SYSMIS/.
<b>Name</b>	R1F02_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Profsnl said: Behavior/hyperactv/attentn problems	347	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	402	<b>Mean</b>	55 10=Behavior problems/hyperactivity/attention deficit
<b>Minimum</b>		<b>Maximum</b>	2753 -1/.N=Not Applicable
			160 SYSMIS/.
<b>Name</b>	R1F02_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Profsnl said: Opposition Defiant Disorder (ODD)	398	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	402	<b>Mean</b>	4 11=Opposition Defiant Disorder (ODD)
<b>Minimum</b>		<b>Maximum</b>	2753 -1/.N=Not Applicable
			160 SYSMIS/.
<b>Name</b>	R1F02_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Professional said: Other (specify)	359	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	400	<b>Mean</b>	41 12=Other
<b>Minimum</b>		<b>Maximum</b>	2753 -1/.N=Not Applicable
			2 -8/.D=Don't know
			160 SYSMIS/.
<b>Name</b>	R1F03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Concerns about child's health/development	2555	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2752	<b>Mean</b>	197 1=Yes
<b>Minimum</b>		<b>Maximum</b>	402 -1/.N=Not Applic
			1 -8/.D=Don't know
			160 SYSMIS/.
<b>Name</b>	R1F04_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Concern: Vision impairment	193	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	197	<b>Mean</b>	4 1=Vision impairment
<b>Minimum</b>		<b>Maximum</b>	2958 -1/.N=Not Applicable
			160 SYSMIS/.
<b>Name</b>	R1F04_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Concern: Blindness	197	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	197	<b>Mean</b>	2958 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	160 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	R1F04_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Concern: Hearing impairment/hard of hearing	189	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	197	<b>Mean</b>	8 3=Hearing impairment/hard of hearing
<b>Minimum</b>		<b>Maximum</b>	2958 -1/.N=Not Applicable
			160 SYSMIS/.
<b>Name</b>	R1F04_04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Concern: Deafness	197	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	197	<b>Mean</b>	2958 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	160 SYSMIS/.
<b>Name</b>	R1F04_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Concern: Motor impairment	189	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	197	<b>Mean</b>	8 5=Motor impairment
<b>Minimum</b>		<b>Maximum</b>	2958 -1/.N=Not Applicable
			160 SYSMIS/.
<b>Name</b>	R1F04_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1:Concern:Speech impairmnt/difficulty communicatng	93	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	197	<b>Mean</b>	104 6=Speech impairment/difficulty communicating
<b>Minimum</b>		<b>Maximum</b>	2958 -1/.N=Not Applicable
			160 SYSMIS/.
<b>Name</b>	R1F04_07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Concern: Mental retardation	195	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	197	<b>Mean</b>	2 7=Mental retardation
<b>Minimum</b>		<b>Maximum</b>	2958 -1/.N=Not Applicable
			160 SYSMIS/.
<b>Name</b>	R1F04_08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Concern: Development delay	158	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	197	<b>Mean</b>	39 8=Development delay
<b>Minimum</b>		<b>Maximum</b>	2958 -1/.N=Not Applicable
			160 SYSMIS/.
<b>Name</b>	R1F04_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Concern: Autism (or PDD)	190	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	197	<b>Mean</b>	7 9=Autism (or PDD)
<b>Minimum</b>		<b>Maximum</b>	2958 -1/.N=Not Applicable
			160 SYSMIS/.
<b>Name</b>	R1F04_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1:Concern:Behavior/hyperactivity/attention problms	147	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	197	<b>Mean</b>	50 10=Behavior problems/hyperactivity/attention deficit
<b>Minimum</b>		<b>Maximum</b>	2958 -1/.N=Not Applicable
			160 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	R1F04_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Concern: Opposition Defiant Disorder (ODD)	194	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	197	<b>Mean</b>	3 11=Opposition Defiant Disorder (ODD)
<b>Minimum</b>		<b>Maximum</b>	2958 -1/.N=Not Applicable
			160 SYSMIS/.

<b>Name</b>	R1F04_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Concern: Other (specify)	148	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	193	<b>Mean</b>	45 12=Other
<b>Minimum</b>		<b>Maximum</b>	2961 -1/.N=Not Applicable
			1 -8/.D=Don't know
			160 SYSMIS/.

<b>Name</b>	R1F05_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Discussions/plans are in progress	246	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	599	<b>Mean</b>	353 1=Discussions/plans are in progress
<b>Minimum</b>		<b>Maximum</b>	2556 -1/.N=Not Applicable
			160 SYSMIS/.

<b>Name</b>	R1F05_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: A specialist has been contacted	381	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	599	<b>Mean</b>	218 2=A specialist has been contacted
<b>Minimum</b>		<b>Maximum</b>	2556 -1/.N=Not Applicable
			160 SYSMIS/.

<b>Name</b>	R1F05_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: The child has been observed or evaluated	327	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	599	<b>Mean</b>	272 3=The child has been observed or evaluated
<b>Minimum</b>		<b>Maximum</b>	2556 -1/.N=Not Applicable
			160 SYSMIS/.

<b>Name</b>	R1F05_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: Meeting held w/parents and special needs team	462	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	599	<b>Mean</b>	137 4=Meeting held w/parents and special needs team
<b>Minimum</b>		<b>Maximum</b>	2556 -1/.N=Not Applicable
			160 SYSMIS/.

<b>Name</b>	R1F05_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1: IEP or IFSP has been developed	434	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	599	<b>Mean</b>	165 5=IEP or IFSP has been developed
<b>Minimum</b>		<b>Maximum</b>	2556 -1/.N=Not Applicable
			160 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	R1F05_6	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R1:Modifctn/accmdatns made to clsrn/classActivities	443	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	599	<b>Mean</b>	156 6=Modifctn/accmdatns made to clsrn/classActivities
<b>Minimum</b>		<b>Maximum</b>	2556 -1/.N=Not Applicable
			160 SYSMIS/.

<b>Name</b>	R2_Date	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: TCR completed date	548	Mar/early Apr 2007
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2783	<b>Mean</b>	1052 April 2007
<b>Minimum</b>		<b>Maximum</b>	881 May 2007
			302 June 2007
			1 -9/.M=Missing
			531 SYSMIS/.

<b>Name</b>	R2B01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Can child recognize letters	477	1=all letters of the alphabet
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2784	<b>Mean</b>	600 2=most of them
<b>Minimum</b>		<b>Maximum</b>	1370 3=some of them
			337 4=none of them
			531 SYSMIS/.

<b>Name</b>	R2B02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: How high child can count	66	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2784	<b>Mean</b>	417 2=up to five
<b>Minimum</b>		<b>Maximum</b>	1147 3=up to ten
			962 4=up to twenty
			155 5=up to fifty
			37 6=up to 100 or more
			531 SYSMIS/.

<b>Name</b>	R2B03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: How often child likes to write	113	1=never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2784	<b>Mean</b>	338 2=has done it once or twice
<b>Minimum</b>		<b>Maximum</b>	1182 3=sometimes
			1151 4=often
			531 SYSMIS/.

<b>Name</b>	R2B04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Can child identify colors	2051	1=all of them
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2784	<b>Mean</b>	649 2=some of them
<b>Minimum</b>		<b>Maximum</b>	84 3=none of them
			531 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	R2B05A	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Child writes rather than scribbles	1024	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2782	<b>Mean</b>	1758 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing
			531 SYSMIS/.
<b>Name</b>	R2B05B	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Does child write own first name	1144	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2783	<b>Mean</b>	1639 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -9/.M=Missing
			531 SYSMIS/.
<b>Name</b>	R2B05C	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Child trips, stumbles, or falls easily	2558	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2781	<b>Mean</b>	223 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -9/.M=Missing
			531 SYSMIS/.
<b>Name</b>	R2B05D	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Child is understandable to strangers	436	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2781	<b>Mean</b>	2345 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -9/.M=Missing
			531 SYSMIS/.
<b>Name</b>	R2B05E	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Child stutters or stammers	2530	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2780	<b>Mean</b>	250 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -9/.M=Missing
			531 SYSMIS/.
<b>Name</b>	R2B05F	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Child looks at book and pretends to read	156	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2781	<b>Mean</b>	2625 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -9/.M=Missing
			531 SYSMIS/.
<b>Name</b>	R2B05G	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Child recognizes own first name	169	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2781	<b>Mean</b>	2612 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -9/.M=Missing
			531 SYSMIS/.
<b>Name</b>	R2D_A	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Acts too young for his or her age	1847	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2779	<b>Mean</b>	769 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	163 3=Very True or Often True
			5 -9/.M=Missing
			531 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	R2D_B		Frequency	Code and Description
<b>Label</b>	R2: Can't concentrate/pay attention		1616	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source	892 2=Somewhat or Sometimes True
<b>Valid N</b>	2781	<b>Mean</b>		273 3=Very True or Often True
<b>Minimum</b>		<b>Maximum</b>		3 -9/.M=Missing 531 SYSMIS/.

Name	R2D_C		Frequency	Code and Description
<b>Label</b>	R2: Disobeys rules or requests		1667	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source	954 2=Somewhat or Sometimes True
<b>Valid N</b>	2780	<b>Mean</b>		159 3=Very True or Often True
<b>Minimum</b>		<b>Maximum</b>		4 -9/.M=Missing 531 SYSMIS/.

Name	R2D_D		Frequency	Code and Description
<b>Label</b>	R2: Disrupts ongoing activities		1828	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source	794 2=Somewhat or Sometimes True
<b>Valid N</b>	2776	<b>Mean</b>		154 3=Very True or Often True
<b>Minimum</b>		<b>Maximum</b>		8 -9/.M=Missing 531 SYSMIS/.

Name	R2D_E		Frequency	Code and Description
<b>Label</b>	R2: Hard to understand what/is said		2081	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source	487 2=Somewhat or Sometimes True
<b>Valid N</b>	2778	<b>Mean</b>		210 3=Very True or Often True
<b>Minimum</b>		<b>Maximum</b>		6 -9/.M=Missing 531 SYSMIS/.

Name	R2D_F		Frequency	Code and Description
<b>Label</b>	R2: Hits or fights with others		1921	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source	728 2=Somewhat or Sometimes True
<b>Valid N</b>	2780	<b>Mean</b>		131 3=Very True or Often True
<b>Minimum</b>		<b>Maximum</b>		4 -9/.M=Missing 531 SYSMIS/.

Name	R2D_G		Frequency	Code and Description
<b>Label</b>	R2: Keeps to herself/himself; withdraws		1941	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source	719 2=Somewhat or Sometimes True
<b>Valid N</b>	2775	<b>Mean</b>		115 3=Very True or Often True
<b>Minimum</b>		<b>Maximum</b>		9 -9/.M=Missing 531 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	R2D_H	Frequency	Code and Description
<b>Label</b>	R2: Lacks confidence to learn new things	1810	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2780	<b>Mean</b>	846 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	124 3=Very True or Often True
			4 -9/.M=Missing
			531 SYSMIS/.

Name	R2D_I	Frequency	Code and Description
<b>Label</b>	R2: Is nervous, high-strung, or tense	2270	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2780	<b>Mean</b>	435 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	75 3=Very True or Often True
			4 -9/.M=Missing
			531 SYSMIS/.

Name	R2D_J	Frequency	Code and Description
<b>Label</b>	R2: Is very restless, fidgets	1970	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2778	<b>Mean</b>	607 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	201 3=Very True or Often True
			6 -9/.M=Missing
			531 SYSMIS/.

Name	R2D_K	Frequency	Code and Description
<b>Label</b>	R2: Seems sleepy/tired in class	2307	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2775	<b>Mean</b>	396 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	72 3=Very True or Often True
			9 -9/.M=Missing
			531 SYSMIS/.

Name	R2D_L	Frequency	Code and Description
<b>Label</b>	R2: Has temper tantrums/hot temper	2268	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2778	<b>Mean</b>	389 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	121 3=Very True or Often True
			6 -9/.M=Missing
			531 SYSMIS/.

Name	R2D_M	Frequency	Code and Description
<b>Label</b>	R2: Seems unhappy, sad/depressed	2286	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2777	<b>Mean</b>	436 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	55 3=Very True or Often True
			7 -9/.M=Missing
			531 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	R2D_N	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Worries about things for a long time	2340	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2777	<b>Mean</b>	386 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	51 3=Very True or Often True
			7 -9/.M=Missing
			531 SYSMIS/.

<b>Name</b>	R2F01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Profsnl said child has devlpmntl problem/delay	2347	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2783	<b>Mean</b>	436 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -9/.M=Missing
			531 SYSMIS/.

<b>Name</b>	R2F02_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Professional said: Vision impairment	415	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	436	<b>Mean</b>	21 1=Vision impairment
<b>Minimum</b>		<b>Maximum</b>	2347 -1/.N=Not Applicable
			1 -9/.M=Missing
			531 SYSMIS/.

<b>Name</b>	R2F02_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Professional said: Blindness	435	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	436	<b>Mean</b>	1 2=Blindness
<b>Minimum</b>		<b>Maximum</b>	2347 -1/.N=Not Applicable
			1 -9/.M=Missing
			531 SYSMIS/.

<b>Name</b>	R2F02_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Profsnl said: Hearing impairment/hard of hearing	419	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	436	<b>Mean</b>	17 3=Hearing impairment/hard of hearing
<b>Minimum</b>		<b>Maximum</b>	2347 -1/.N=Not Applicable
			1 -9/.M=Missing
			531 SYSMIS/.

<b>Name</b>	R2F02_04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Professional said: Deafness	434	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	436	<b>Mean</b>	2 4=Deafness
<b>Minimum</b>		<b>Maximum</b>	2347 -1/.N=Not Applicable
			1 -9/.M=Missing
			531 SYSMIS/.

<b>Name</b>	R2F02_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Professional said: Motor impairment	405	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	436	<b>Mean</b>	31 5=Motor impairment
<b>Minimum</b>		<b>Maximum</b>	2347 -1/.N=Not Applicable
			1 -9/.M=Missing
			531 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	R2F02_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2:Profsnl said:Speech impairmt/diffclt communicatng	115	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	436	<b>Mean</b>	321 6=Speech impairment/difficulty communicating
<b>Minimum</b>		<b>Maximum</b>	2347 -1/.N=Not Applicable
			1 -9/.M=Missing
			531 SYSMIS/.
<b>Name</b>	R2F02_07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Professional said: Mental retardation	433	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	436	<b>Mean</b>	3 7=Mental retardation
<b>Minimum</b>		<b>Maximum</b>	2347 -1/.N=Not Applicable
			1 -9/.M=Missing
			531 SYSMIS/.
<b>Name</b>	R2F02_08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Professional said: Development delay	352	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	436	<b>Mean</b>	84 8=Development delay
<b>Minimum</b>		<b>Maximum</b>	2347 -1/.N=Not Applicable
			1 -9/.M=Missing
			531 SYSMIS/.
<b>Name</b>	R2F02_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Professional said: Autism (or PDD)	428	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	436	<b>Mean</b>	8 9=Autism (or PDD)
<b>Minimum</b>		<b>Maximum</b>	2347 -1/.N=Not Applicable
			1 -9/.M=Missing
			531 SYSMIS/.
<b>Name</b>	R2F02_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2:Profsnl said:Behavior/hyperactv/attentn problems	376	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	436	<b>Mean</b>	60 10=Behavior problems/hyperactivity/attention deficit
<b>Minimum</b>		<b>Maximum</b>	2347 -1/.N=Not Applicable
			1 -9/.M=Missing
			531 SYSMIS/.
<b>Name</b>	R2F02_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Profsnl said: Opposition Defiant Disorder (ODD)	427	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	436	<b>Mean</b>	9 11=Opposition Defiant Disorder (ODD)
<b>Minimum</b>		<b>Maximum</b>	2347 -1/.N=Not Applicable
			1 -9/.M=Missing
			531 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	R2F02_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Professional said: Other (specify)	398	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	434	<b>Mean</b>	36 12=Other
<b>Minimum</b>		<b>Maximum</b>	2347 -1/.N=Not Applicable
			2 -8/.D=Don't know
			1 -9/.M=Missing
			531 SYSMIS/.
<b>Name</b>	R2F03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Concerns about child's health/development	2217	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2347	<b>Mean</b>	130 1=Yes
<b>Minimum</b>		<b>Maximum</b>	436 -1/.N=Not Applic
			1 -9/.M=Missing
			531 SYSMIS/.
<b>Name</b>	R2F04_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Concern: Vision impairment	120	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	10 1=Vision impairment
<b>Minimum</b>		<b>Maximum</b>	2653 -1/.N=Not Applicable
			1 -9/.M=Missing
			531 SYSMIS/.
<b>Name</b>	R2F04_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Concern: Blindness	130	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	2653 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -9/.M=Missing
			531 SYSMIS/.
<b>Name</b>	R2F04_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Concern: Hearing impairment/hard of hearing	127	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	3 3=Hearing impairment/hard of hearing
<b>Minimum</b>		<b>Maximum</b>	2653 -1/.N=Not Applicable
			1 -9/.M=Missing
			531 SYSMIS/.
<b>Name</b>	R2F04_04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Concern: Deafness	130	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	2653 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -9/.M=Missing
			531 SYSMIS/.
<b>Name</b>	R2F04_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Concern: Motor impairment	123	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	7 5=Motor impairment
<b>Minimum</b>		<b>Maximum</b>	2653 -1/.N=Not Applicable
			1 -9/.M=Missing
			531 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	R2F04_06		Frequency	Code and Description
<b>Label</b>	R2:Concern:Speech impairmnt/difficulty communicatng		83	0=No
<b>Format</b>	Num	<b>Type</b>	47	6=Speech impairment/difficulty communicating
<b>Valid N</b>	130	<b>Mean</b>	2653	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1	-9/.M=Missing
			531	SYSMIS/.

Name	R2F04_07		Frequency	Code and Description
<b>Label</b>	R2: Concern: Mental retardation		130	0=No
<b>Format</b>	Num	<b>Type</b>	2653	-1/.N=Not Applicable
<b>Valid N</b>	130	<b>Mean</b>	1	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>	531	SYSMIS/.

Name	R2F04_08		Frequency	Code and Description
<b>Label</b>	R2: Concern: Development delay		109	0=No
<b>Format</b>	Num	<b>Type</b>	21	8=Development delay
<b>Valid N</b>	130	<b>Mean</b>	2653	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1	-9/.M=Missing
			531	SYSMIS/.

Name	R2F04_09		Frequency	Code and Description
<b>Label</b>	R2: Concern: Autism (or PDD)		128	0=No
<b>Format</b>	Num	<b>Type</b>	2	9=Autism (or PDD)
<b>Valid N</b>	130	<b>Mean</b>	2653	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1	-9/.M=Missing
			531	SYSMIS/.

Name	R2F04_10		Frequency	Code and Description
<b>Label</b>	R2:Concern:Behavior/hyperactivity/attention problms		101	0=No
<b>Format</b>	Num	<b>Type</b>	29	10=Behavior problems/hyperactivity/attention deficit
<b>Valid N</b>	130	<b>Mean</b>	2653	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1	-9/.M=Missing
			531	SYSMIS/.

Name	R2F04_11		Frequency	Code and Description
<b>Label</b>	R2: Concern: Opposition Defiant Disorder (ODD)		124	0=No
<b>Format</b>	Num	<b>Type</b>	6	11=Opposition Defiant Disorder (ODD)
<b>Valid N</b>	130	<b>Mean</b>	2653	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1	-9/.M=Missing
			531	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	R2F04_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Concern: Other (specify)	91	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	39 12=Other
<b>Minimum</b>		<b>Maximum</b>	2653 -1/.N=Not Applicable
			1 -9/.M=Missing
			531 SYSMIS/.
<b>Name</b>	R2F05_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Discussions/plans are in progress	310	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	566	<b>Mean</b>	256 1=Discussions/plans are in progress
<b>Minimum</b>		<b>Maximum</b>	2217 -1/.N=Not Applicable
			1 -9/.M=Missing
			531 SYSMIS/.
<b>Name</b>	R2F05_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: A specialist has been contacted	293	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	566	<b>Mean</b>	273 2=A specialist has been contacted
<b>Minimum</b>		<b>Maximum</b>	2217 -1/.N=Not Applicable
			1 -9/.M=Missing
			531 SYSMIS/.
<b>Name</b>	R2F05_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: The child has been observed or evaluated	207	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	566	<b>Mean</b>	359 3=The child has been observed or evaluated
<b>Minimum</b>		<b>Maximum</b>	2217 -1/.N=Not Applicable
			1 -9/.M=Missing
			531 SYSMIS/.
<b>Name</b>	R2F05_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: Meeting held w/parents and special needs team	299	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	566	<b>Mean</b>	267 4=Meeting held w/parents and special needs team
<b>Minimum</b>		<b>Maximum</b>	2217 -1/.N=Not Applicable
			1 -9/.M=Missing
			531 SYSMIS/.
<b>Name</b>	R2F05_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R2: IEP or IFSP has been developed	297	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	566	<b>Mean</b>	269 5=IEP or IFSP has been developed
<b>Minimum</b>		<b>Maximum</b>	2217 -1/.N=Not Applicable
			1 -9/.M=Missing
			531 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	R2F05_6		Frequency	Code and Description
<b>Label</b>	R2:Modifctn/accmdatns made to clsrn/classActivities		365	0=No
<b>Format</b>	Num	<b>Type</b>	Source	201 6=Modifctn/accmdatns made to clsrn/classActivities
<b>Valid N</b>	566	<b>Mean</b>		2217 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1 -9/.M=Missing
				531 SYSMIS/.

Name	R2F06		Frequency	Code and Description
<b>Label</b>	R2: How often Child missed HS class during pst year		81	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	1180 2=One to five days
<b>Valid N</b>	2783	<b>Mean</b>		899 3=Six to ten days
<b>Minimum</b>		<b>Maximum</b>		448 4=Eleven to twenty
				175 5=More than 20 days
				1 -9/.M=Missing
				531 SYSMIS/.

Name	R3_Date		Frequency	Code and Description
<b>Label</b>	R3: HS TCR completed date		209	March 2008
<b>Format</b>	Num	<b>Type</b>	Source	548 April 2008
<b>Valid N</b>	1139	<b>Mean</b>		317 May 2008
<b>Minimum</b>		<b>Maximum</b>		65 June(/July) 2008
				1015 -1/.N=Not Applic
				1 -9/.M=Missing
				1160 SYSMIS/.

Name	R3B01		Frequency	Code and Description
<b>Label</b>	R3: Can child recognize letters		385	1=all letters of the alphabet
<b>Format</b>	Num	<b>Type</b>	Source	339 2=most of them
<b>Valid N</b>	1134	<b>Mean</b>		378 3=some of them
<b>Minimum</b>		<b>Maximum</b>		32 4=none of them
				1015 -1/.N=Not Applicable
				6 -9/.M=Missing
				1160 SYSMIS/.

Name	R3B02		Frequency	Code and Description
<b>Label</b>	R3: How high child can count		8	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source	50 2=up to five
<b>Valid N</b>	1139	<b>Mean</b>		306 3=up to ten
<b>Minimum</b>		<b>Maximum</b>		553 4=up to twenty
				165 5=up to fifty
				57 6=up to 100 or more
				1015 -1/.N=Not Applic
				1 -9/.M=Missing
				1160 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	R3B03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: How often child likes to write	10	1=never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1138	<b>Mean</b>	51 2=has done it once or twice
<b>Minimum</b>		<b>Maximum</b>	400 3=sometimes
			677 4=often
			1015 -1/.N=Not Applicable
			2 -9/.M=Missing
			1160 SYSMIS/.

<b>Name</b>	R3B04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Can child identify colors	1017	1=all of them
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1139	<b>Mean</b>	101 2=some of them
<b>Minimum</b>		<b>Maximum</b>	21 3=none of them
			1015 -1/.N=Not Applicable
			1 -9/.M=Missing
			1160 SYSMIS/.

<b>Name</b>	R3B05A	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Child writes rather than scribbles	176	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1140	<b>Mean</b>	964 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			1160 SYSMIS/.

<b>Name</b>	R3B05B	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Does child write own first name	135	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1139	<b>Mean</b>	1004 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			1 -9/.M=Missing
			1160 SYSMIS/.

<b>Name</b>	R3B05C	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Child trips, stumbles, or falls easily	1073	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1138	<b>Mean</b>	65 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			2 -9/.M=Missing
			1160 SYSMIS/.

<b>Name</b>	R3B05D	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Child is understandable to strangers	118	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1139	<b>Mean</b>	1021 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			1 -9/.M=Missing
			1160 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	R3B05E	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Child stutters or stammers	1050	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1139	<b>Mean</b>	89 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic 1 -9/.M=Missing 1160 SYSMIS/.
<b>Name</b>	R3B05F	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Child looks at book and pretends to read	48	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1140	<b>Mean</b>	1092 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic 1160 SYSMIS/.
<b>Name</b>	R3B05G	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Child recognizes own first name	21	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1140	<b>Mean</b>	1119 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic 1160 SYSMIS/.
<b>Name</b>	R3D_A	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Acts too young for his or her age	780	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1139	<b>Mean</b>	314 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	45 3=Very True or Often True 1015 -1/.N=Not Applicable 1 -9/.M=Missing 1160 SYSMIS/.
<b>Name</b>	R3D_B	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Can't concentrate/pay attention	755	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1139	<b>Mean</b>	304 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	80 3=Very True or Often True 1015 -1/.N=Not Applicable 1 -9/.M=Missing 1160 SYSMIS/.
<b>Name</b>	R3D_C	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Disobeys rules or requests	730	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1140	<b>Mean</b>	358 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	52 3=Very True or Often True 1015 -1/.N=Not Applicable 1160 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	R3D_D	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Disrupts ongoing activities	795	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1138	<b>Mean</b>	295 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	48 3=Very True or Often True
			1015 -1/.N=Not Applicable
			2 -9/.M=Missing
			1160 SYSMIS/.

<b>Name</b>	R3D_E	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Hard to understand what/is said	929	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1139	<b>Mean</b>	153 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	57 3=Very True or Often True
			1015 -1/.N=Not Applicable
			1 -9/.M=Missing
			1160 SYSMIS/.

<b>Name</b>	R3D_F	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Hits or fights with others	835	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1140	<b>Mean</b>	264 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	41 3=Very True or Often True
			1015 -1/.N=Not Applicable
			1160 SYSMIS/.

<b>Name</b>	R3D_G	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Keeps to herself/himself; withdraws	860	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1139	<b>Mean</b>	237 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	42 3=Very True or Often True
			1015 -1/.N=Not Applicable
			1 -9/.M=Missing
			1160 SYSMIS/.

<b>Name</b>	R3D_H	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Lacks confidence to learn new things	822	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1140	<b>Mean</b>	288 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	30 3=Very True or Often True
			1015 -1/.N=Not Applicable
			1160 SYSMIS/.

<b>Name</b>	R3D_I	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Is nervous, high-strung, or tense	963	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1140	<b>Mean</b>	164 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	13 3=Very True or Often True
			1015 -1/.N=Not Applicable
			1160 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	R3D_J		Frequency	Code and Description
<b>Label</b>	R3: Is very restless, fidgets		881	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source	200 2=Somewhat or Sometimes True
<b>Valid N</b>	1140	<b>Mean</b>		59 3=Very True or Often True
<b>Minimum</b>		<b>Maximum</b>		1015 -1/.N=Not Applicable 1160 SYSMIS/.

Name	R3D_K		Frequency	Code and Description
<b>Label</b>	R3: Seems sleepy/tired in class		962	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source	151 2=Somewhat or Sometimes True
<b>Valid N</b>	1140	<b>Mean</b>		27 3=Very True or Often True
<b>Minimum</b>		<b>Maximum</b>		1015 -1/.N=Not Applicable 1160 SYSMIS/.

Name	R3D_L		Frequency	Code and Description
<b>Label</b>	R3: Has temper tantrums/hot temper		940	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source	158 2=Somewhat or Sometimes True
<b>Valid N</b>	1139	<b>Mean</b>		41 3=Very True or Often True
<b>Minimum</b>		<b>Maximum</b>		1015 -1/.N=Not Applicable 1 -9/.M=Missing 1160 SYSMIS/.

Name	R3D_M		Frequency	Code and Description
<b>Label</b>	R3: Seems unhappy, sad/depressed		954	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source	167 2=Somewhat or Sometimes True
<b>Valid N</b>	1139	<b>Mean</b>		18 3=Very True or Often True
<b>Minimum</b>		<b>Maximum</b>		1015 -1/.N=Not Applicable 1 -9/.M=Missing 1160 SYSMIS/.

Name	R3D_N		Frequency	Code and Description
<b>Label</b>	R3: Worries about things for a long time		963	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source	162 2=Somewhat or Sometimes True
<b>Valid N</b>	1139	<b>Mean</b>		14 3=Very True or Often True
<b>Minimum</b>		<b>Maximum</b>		1015 -1/.N=Not Applicable 1 -9/.M=Missing 1160 SYSMIS/.

Name	R3F01		Frequency	Code and Description
<b>Label</b>	R3: Profsnl said child has devlpmntl problem/delay		941	0=No
<b>Format</b>	Num	<b>Type</b>	Source	186 1=Yes
<b>Valid N</b>	1127	<b>Mean</b>		1015 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		9 -8/.D=Don't know 4 -9/.M=Missing 1160 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	R3F02_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Professional said: Vision impairment	167	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	183	<b>Mean</b>	16 1=Vision impairment
<b>Minimum</b>		<b>Maximum</b>	1965 -1/.N=Not Applicable
			7 -9/.M=Missing
			1160 SYSMIS/.
<b>Name</b>	R3F02_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Professional said: Blindness	183	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	183	<b>Mean</b>	1965 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	7 -9/.M=Missing
			1160 SYSMIS/.
<b>Name</b>	R3F02_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3:Profsnl said: Hearing impairment/hard of hearing	177	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	183	<b>Mean</b>	6 3=Hearing impairment/hard of hearing
<b>Minimum</b>		<b>Maximum</b>	1965 -1/.N=Not Applicable
			7 -9/.M=Missing
			1160 SYSMIS/.
<b>Name</b>	R3F02_04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Professional said: Deafness	180	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	183	<b>Mean</b>	3 4=Deafness
<b>Minimum</b>		<b>Maximum</b>	1965 -1/.N=Not Applicable
			7 -9/.M=Missing
			1160 SYSMIS/.
<b>Name</b>	R3F02_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Professional said: Motor impairment	173	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	183	<b>Mean</b>	10 5=Motor impairment
<b>Minimum</b>		<b>Maximum</b>	1965 -1/.N=Not Applicable
			7 -9/.M=Missing
			1160 SYSMIS/.
<b>Name</b>	R3F02_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3:Profsnl said:Speech impairmt/diffclt communicatng	48	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	183	<b>Mean</b>	135 6=Speech impairment/difficulty communicating
<b>Minimum</b>		<b>Maximum</b>	1965 -1/.N=Not Applicable
			7 -9/.M=Missing
			1160 SYSMIS/.
<b>Name</b>	R3F02_07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Professional said: Mental retardation	183	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	183	<b>Mean</b>	1965 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	7 -9/.M=Missing
			1160 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	R3F02_08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Professional said: Development delay	152	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	183	<b>Mean</b>	31 8=Development delay
<b>Minimum</b>		<b>Maximum</b>	1965 -1/.N=Not Applicable
			7 -9/.M=Missing
			1160 SYSMIS/.
<b>Name</b>	R3F02_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Professional said: Autism (or PDD)	181	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	183	<b>Mean</b>	2 9=Autism (or PDD)
<b>Minimum</b>		<b>Maximum</b>	1965 -1/.N=Not Applicable
			7 -9/.M=Missing
			1160 SYSMIS/.
<b>Name</b>	R3F02_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Profsnl said: Behavior/hyperactv/attentn problems	154	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	183	<b>Mean</b>	29 10=Behavior problems/hyperactivity/attention deficit
<b>Minimum</b>		<b>Maximum</b>	1965 -1/.N=Not Applicable
			7 -9/.M=Missing
			1160 SYSMIS/.
<b>Name</b>	R3F02_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Profsnl said: Opposition Defiant Disorder (ODD)	181	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	183	<b>Mean</b>	2 11=Opposition Defiant Disorder (ODD)
<b>Minimum</b>		<b>Maximum</b>	1965 -1/.N=Not Applicable
			7 -9/.M=Missing
			1160 SYSMIS/.
<b>Name</b>	R3F02_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Professional said: Other (specify)	165	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	183	<b>Mean</b>	18 12=Other
<b>Minimum</b>		<b>Maximum</b>	1965 -1/.N=Not Applicable
			7 -9/.M=Missing
			1160 SYSMIS/.
<b>Name</b>	R3F03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Concerns about child's health/development	896	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	943	<b>Mean</b>	47 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1201 -1/.N=Not Applic
			7 -8/.D=Don't know
			4 -9/.M=Missing
			1160 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	R3F04_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Concern: Vision impairment	41	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	46	<b>Mean</b>	5 1=Vision impairment
<b>Minimum</b>		<b>Maximum</b>	2104 -1/.N=Not Applicable
			5 -9/.M=Missing
			1160 SYSMIS/.
<b>Name</b>	R3F04_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Concern: Blindness	46	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	46	<b>Mean</b>	2104 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	5 -9/.M=Missing
			1160 SYSMIS/.
<b>Name</b>	R3F04_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Concern: Hearing impairment/hard of hearing	45	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	46	<b>Mean</b>	1 3=Hearing impairment/hard of hearing
<b>Minimum</b>		<b>Maximum</b>	2104 -1/.N=Not Applicable
			5 -9/.M=Missing
			1160 SYSMIS/.
<b>Name</b>	R3F04_04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Concern: Deafness	46	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	46	<b>Mean</b>	2104 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	5 -9/.M=Missing
			1160 SYSMIS/.
<b>Name</b>	R3F04_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Concern: Motor impairment	45	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	46	<b>Mean</b>	1 5=Motor impairment
<b>Minimum</b>		<b>Maximum</b>	2104 -1/.N=Not Applicable
			5 -9/.M=Missing
			1160 SYSMIS/.
<b>Name</b>	R3F04_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3:Concern:Speech impairmnt/difficulty communicatng	30	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	46	<b>Mean</b>	16 6=Speech impairment/difficulty communicating
<b>Minimum</b>		<b>Maximum</b>	2104 -1/.N=Not Applicable
			5 -9/.M=Missing
			1160 SYSMIS/.
<b>Name</b>	R3F04_07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Concern: Mental retardation	46	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	46	<b>Mean</b>	2104 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	5 -9/.M=Missing
			1160 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	R3F04_08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Concern: Development delay	38	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	46	<b>Mean</b>	8 8=Development delay
<b>Minimum</b>		<b>Maximum</b>	2104 -1/.N=Not Applicable
			5 -9/.M=Missing
			1160 SYSMIS/.
<b>Name</b>	R3F04_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Concern: Autism (or PDD)	45	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	46	<b>Mean</b>	1 9=Autism (or PDD)
<b>Minimum</b>		<b>Maximum</b>	2104 -1/.N=Not Applicable
			5 -9/.M=Missing
			1160 SYSMIS/.
<b>Name</b>	R3F04_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3:Concern:Behavior/hyperactivity/attention problems	34	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	46	<b>Mean</b>	12 10=Behavior problems/hyperactivity/attention deficit
<b>Minimum</b>		<b>Maximum</b>	2104 -1/.N=Not Applicable
			5 -9/.M=Missing
			1160 SYSMIS/.
<b>Name</b>	R3F04_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Concern: Opposition Defiant Disorder (ODD)	46	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	46	<b>Mean</b>	2104 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	5 -9/.M=Missing
			1160 SYSMIS/.
<b>Name</b>	R3F04_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Concern: Other (specify)	32	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	46	<b>Mean</b>	14 12=Other
<b>Minimum</b>		<b>Maximum</b>	2104 -1/.N=Not Applicable
			5 -9/.M=Missing
			1160 SYSMIS/.
<b>Name</b>	R3F05_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Discussions/plans are in progress	131	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	227	<b>Mean</b>	96 1=Discussions/plans are in progress
<b>Minimum</b>		<b>Maximum</b>	1918 -1/.N=Not Applicable
			1 -8/.D=Don't know
			9 -9/.M=Missing
			1160 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	R3F05_2			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: A specialist has been contacted			120	0=No
<b>Format</b>	Num	<b>Type</b>	Source	107	2=A specialist has been contacted
<b>Valid N</b>	227	<b>Mean</b>		1918	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		10	-9/.M=Missing
				1160	SYSMIS/.
<b>Name</b>	R3F05_3			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: The child has been observed or evaluated			83	0=No
<b>Format</b>	Num	<b>Type</b>	Source	144	3=The child has been observed or evaluated
<b>Valid N</b>	227	<b>Mean</b>		1918	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		10	-9/.M=Missing
				1160	SYSMIS/.
<b>Name</b>	R3F05_4			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: Meeting held w/parents and special needs team			129	0=No
<b>Format</b>	Num	<b>Type</b>	Source	98	4=Meeting held w/parents and special needs team
<b>Valid N</b>	227	<b>Mean</b>		1918	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		10	-9/.M=Missing
				1160	SYSMIS/.
<b>Name</b>	R3F05_5			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: IEP or IFSP has been developed			89	0=No
<b>Format</b>	Num	<b>Type</b>	Source	138	5=IEP or IFSP has been developed
<b>Valid N</b>	227	<b>Mean</b>		1918	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		10	-9/.M=Missing
				1160	SYSMIS/.
<b>Name</b>	R3F05_6			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3:Modifctn/accmdatns made to clsrn/classActivities			119	0=No
<b>Format</b>	Num	<b>Type</b>	Source	108	6=Modifctn/accmdatns made to clsrn/classActivities
<b>Valid N</b>	227	<b>Mean</b>		1918	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		10	-9/.M=Missing
				1160	SYSMIS/.
<b>Name</b>	R3F06			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	R3: How often Child missed HS class during pst year			22	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	532	2=One to five days
<b>Valid N</b>	1129	<b>Mean</b>		360	3=Six to ten days
<b>Minimum</b>		<b>Maximum</b>		156	4=Eleven to twenty
				59	5=More than 20 days
				1015	-1/.N=Not Applicable
				11	-9/.M=Missing
				1160	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	KR3_Date			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: K TCR completed date			142	April 2008
<b>Format</b>	Num	<b>Type</b>	Source	327	May 2008
<b>Valid N</b>	648	<b>Mean</b>		84	June(/July) 2008
<b>Minimum</b>		<b>Maximum</b>		95	fall 2008
				1211	-1/.N=Not Applic
				1	-9/.M=Missing
				1455	SYSMIS/.
<b>Name</b>	KR3E01			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: [CHILD] been in class how much of school year?			563	1=Entire school year
<b>Format</b>	Num	<b>Type</b>	Source	47	2=More than one semester but less than the entire school year
<b>Valid N</b>	617	<b>Mean</b>		5	3=More than one quarter but less than one semester
<b>Minimum</b>		<b>Maximum</b>		2	4=Less than one quarter of the school year
				1211	-1/.N=Not Applicable
				33	-9/.M=Missing
				1454	SYSMIS/.
<b>Name</b>	KR3E02			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: What type of class? (e.g. am, pm, full)			75	1=Morning class only
<b>Format</b>	Num	<b>Type</b>	Source	56	2=Afternoon class only
<b>Valid N</b>	636	<b>Mean</b>		4	3=Morning & afternoon class
<b>Minimum</b>		<b>Maximum</b>		501	4=Full-day class
				1211	-1/.N=Not Applicable
				14	-9/.M=Missing
				1454	SYSMIS/.
<b>Name</b>	KR3F01a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Language and literacy skills rating			48	1=Far Below Average
<b>Format</b>	Num	<b>Type</b>	Source	138	2=Below Average
<b>Valid N</b>	647	<b>Mean</b>		237	3=Average
<b>Minimum</b>		<b>Maximum</b>		190	4=Above Average
				34	5=Far Above Average
				1211	-1/.N=Not Applicable
				3	-9/.M=Missing
				1454	SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3F01b	KR3: Science and Social Studies rating	Num			27	1=Far Below Average
					97	2=Below Average
					368	3=Average
					130	4=Above Average
					18	5=Far Above Average
					1211	-1/.N=Not Applicable
					10	-9/.M=Missing
					1454	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3F01c	KR3: Mathematical skills rating	Num			35	1=Far Below Average
					123	2=Below Average
					299	3=Average
					164	4=Above Average
					24	5=Far Above Average
					1211	-1/.N=Not Applicable
					5	-9/.M=Missing
					1454	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3F02a	KR3: Individual tutoring program in reading	Num			544	0=No
					104	1=Yes
					1211	-1/.N=Not Applic
					2	-9/.M=Missing
					1454	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3F02b	KR3: Pull-out small group program in reading	Num			377	0=No
					271	1=Yes
					1211	-1/.N=Not Applic
					2	-9/.M=Missing
					1454	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3F02c	KR3: Individual tutoring program in math	Num			613	0=No
					35	1=Yes
					1211	-1/.N=Not Applic
					2	-9/.M=Missing
					1454	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	KR3F02d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Pull-out small group program in math	521	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	647	<b>Mean</b>	1211 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	3 -9/.M=Missing
			1454 SYSMIS/.
<b>Name</b>	KR3F02e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Pull-out ESL program	584	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	647	<b>Mean</b>	1211 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	3 -9/.M=Missing
			1454 SYSMIS/.
<b>Name</b>	KR3F02f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: In-class ESL program	526	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	647	<b>Mean</b>	1211 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	3 -9/.M=Missing
			1454 SYSMIS/.
<b>Name</b>	KR3F02g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Gifted and talented program	636	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	647	<b>Mean</b>	1211 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	3 -9/.M=Missing
			1454 SYSMIS/.
<b>Name</b>	KR3F02h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Prog. for children w/ behaviorl/emotionl problems	629	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	648	<b>Mean</b>	1211 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing
			1454 SYSMIS/.
<b>Name</b>	KR3F03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Activity during structured play time	9	1=A lot less active than most
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	648	<b>Mean</b>	69 2=A little less active than most
<b>Minimum</b>		<b>Maximum</b>	419 3=About the same as most
			100 4=A little more active than most
			51 5=A lot more active than most
			1211 -1/.N=Not Applicable
			2 -9/.M=Missing
			1454 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3F04	KR3: Activity during unstructured play time	Num			9	1=A lot less active than most
					64	2=A little less active than most
					416	3=About the same as most
					99	4=A little more active than most
					59	5=A lot more active than most
					1211	-1/.N=Not Applicable
					3	-9/.M=Missing
					1454	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3H_A	KR3: Acts too young for his or her age	Num			448	1=Not True
					144	2=Somewhat or Sometimes True
					57	3=Very True or Often True
					1211	-1/.N=Not Applicable
					1	-9/.M=Missing
					1454	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3H_B	KR3: Can't concentrate/pay attention	Num			329	1=Not True
					220	2=Somewhat or Sometimes True
					100	3=Very True or Often True
					1211	-1/.N=Not Applicable
					1	-9/.M=Missing
					1454	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3H_C	KR3: Disobeys rules or requests	Num			401	1=Not True
					193	2=Somewhat or Sometimes True
					55	3=Very True or Often True
					1211	-1/.N=Not Applicable
					1	-9/.M=Missing
					1454	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3H_D	KR3: Disrupts ongoing activities	Num			426	1=Not True
					156	2=Somewhat or Sometimes True
					67	3=Very True or Often True
					1211	-1/.N=Not Applicable
					1	-9/.M=Missing
					1454	SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	KR3H_E	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Hard to understand what/is said	477	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	648	<b>Mean</b>	130 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	41 3=Very True or Often True
			1211 -1/.N=Not Applicable
			2 -9/.M=Missing
			1454 SYSMIS/.

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<b>Name</b>	KR3H_F	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Hits or fights with others	512	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	648	<b>Mean</b>	110 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	26 3=Very True or Often True
			1211 -1/.N=Not Applicable
			2 -9/.M=Missing
			1454 SYSMIS/.

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<b>Name</b>	KR3H_G	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Keeps to herself/himself; withdraws	457	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	649	<b>Mean</b>	152 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	40 3=Very True or Often True
			1211 -1/.N=Not Applicable
			1 -9/.M=Missing
			1454 SYSMIS/.

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<b>Name</b>	KR3H_H	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Lacks confidence to learn new things	358	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	649	<b>Mean</b>	228 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	63 3=Very True or Often True
			1211 -1/.N=Not Applicable
			1 -9/.M=Missing
			1454 SYSMIS/.

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<b>Name</b>	KR3H_I	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Is nervous, high-strung, or tense	523	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	648	<b>Mean</b>	99 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	26 3=Very True or Often True
			1211 -1/.N=Not Applicable
			2 -9/.M=Missing
			1454 SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3H_J	KR3: Is very restless, fidgets	Num			421	1=Not True
					159	2=Somewhat or Sometimes True
					68	3=Very True or Often True
					1211	-1/.N=Not Applicable
					2	-9/.M=Missing
					1454	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3H_K	KR3: Seems sleepy/tired in class	Num			506	1=Not True
					108	2=Somewhat or Sometimes True
					35	3=Very True or Often True
					1211	-1/.N=Not Applicable
					1	-9/.M=Missing
					1454	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3H_L	KR3: Has temper tantrums/hot temper	Num			569	1=Not True
					56	2=Somewhat or Sometimes True
					24	3=Very True or Often True
					1211	-1/.N=Not Applicable
					1	-9/.M=Missing
					1454	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3H_M	KR3: Seems unhappy, sad/depressed	Num			505	1=Not True
					131	2=Somewhat or Sometimes True
					13	3=Very True or Often True
					1211	-1/.N=Not Applicable
					1	-9/.M=Missing
					1454	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3H_N	KR3: Worries about things for a long time	Num			539	1=Not True
					100	2=Somewhat or Sometimes True
					10	3=Very True or Often True
					1211	-1/.N=Not Applicable
					1	-9/.M=Missing
					1454	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	KR3J01			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Profsnl said child has devlpmntl problem/delay			447	0=No
<b>Format</b>	Num	<b>Type</b>	Source	85	1=Yes
<b>Valid N</b>	532	<b>Mean</b>		1211	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		117	-8/.D=Don't know
				1	-9/.M=Missing
				1454	SYSMIS/.
<hr/>					
<b>Name</b>	KR3J02_01			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Professional said: Vision impairment			69	0=No
<b>Format</b>	Num	<b>Type</b>	Source	11	1=Vision impairment
<b>Valid N</b>	80	<b>Mean</b>		1775	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		5	-8/.D=Don't know
				1	-9/.M=Missing
				1454	SYSMIS/.
<hr/>					
<b>Name</b>	KR3J02_02			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Professional said: Blindness			78	0=No
<b>Format</b>	Num	<b>Type</b>	Source	2	2=Blindness
<b>Valid N</b>	80	<b>Mean</b>		1775	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		5	-8/.D=Don't know
				1	-9/.M=Missing
				1454	SYSMIS/.
<hr/>					
<b>Name</b>	KR3J02_03			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Profsnl said: Hearing impairment/hard of hearing			76	0=No
<b>Format</b>	Num	<b>Type</b>	Source	4	3=Hearing impairment/hard of hearing
<b>Valid N</b>	80	<b>Mean</b>		1775	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		5	-8/.D=Don't know
				1	-9/.M=Missing
				1454	SYSMIS/.
<hr/>					
<b>Name</b>	KR3J02_04			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Professional said: Deafness			78	0=No
<b>Format</b>	Num	<b>Type</b>	Source	2	4=Deafness
<b>Valid N</b>	80	<b>Mean</b>		1775	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		5	-8/.D=Don't know
				1	-9/.M=Missing
				1454	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	KR3J02_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Professional said: Motor impairment	78	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	80	<b>Mean</b>	2 5=Motor impairment
<b>Minimum</b>		<b>Maximum</b>	1775 -1/.N=Not Applicable
			5 -8/.D=Don't know
			1 -9/.M=Missing
			1454 SYSMIS/.
<b>Name</b>	KR3J02_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Profsnl said: Speech impairmt/diffclt communicatng	38	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	80	<b>Mean</b>	42 6=Speech impairment/difficulty communicating
<b>Minimum</b>		<b>Maximum</b>	1775 -1/.N=Not Applicable
			5 -8/.D=Don't know
			1 -9/.M=Missing
			1454 SYSMIS/.
<b>Name</b>	KR3J02_07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Professional said: Mental retardation	79	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	80	<b>Mean</b>	1 7=Mental retardation
<b>Minimum</b>		<b>Maximum</b>	1775 -1/.N=Not Applicable
			5 -8/.D=Don't know
			1 -9/.M=Missing
			1454 SYSMIS/.
<b>Name</b>	KR3J02_08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Professional said: Development delay	71	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	80	<b>Mean</b>	9 8=Development delay
<b>Minimum</b>		<b>Maximum</b>	1775 -1/.N=Not Applicable
			5 -8/.D=Don't know
			1 -9/.M=Missing
			1454 SYSMIS/.
<b>Name</b>	KR3J02_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Professional said: Autism (or PDD)	79	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	80	<b>Mean</b>	1 9=Autism (or PDD)
<b>Minimum</b>		<b>Maximum</b>	1775 -1/.N=Not Applicable
			5 -8/.D=Don't know
			1 -9/.M=Missing
			1454 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3J02_10	KR3:Profsnl said:Behavior/hyperactv/attentn problems	Num			60	0=No
					20	10=Behavior problems/hyperactivity/attention deficit
<b>Valid N</b>	80		<b>Mean</b>		1775	-1/.N=Not Applicable
<b>Minimum</b>			<b>Maximum</b>		5	-8/.D=Don't know
					1	-9/.M=Missing
					1454	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3J02_11	KR3: Profsnl said: Opposition Defiant Disorder (ODD)	Num			79	0=No
					1	11=Opposition Defiant Disorder (ODD)
<b>Valid N</b>	80		<b>Mean</b>		1775	-1/.N=Not Applicable
<b>Minimum</b>			<b>Maximum</b>		5	-8/.D=Don't know
					1	-9/.M=Missing
					1454	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3J02_12	KR3: Professional said: Other (specify)	Num			66	0=No
					14	12=Other
<b>Valid N</b>	80		<b>Mean</b>		1775	-1/.N=Not Applicable
<b>Minimum</b>			<b>Maximum</b>		5	-8/.D=Don't know
					1	-9/.M=Missing
					1454	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3J03	KR3: Concerns about child's health/development	Num			466	0=No
					55	1=Yes
<b>Valid N</b>	521		<b>Mean</b>		1296	-1/.N=Not Applic
<b>Minimum</b>			<b>Maximum</b>		41	-8/.D=Don't know
					3	-9/.M=Missing
					1454	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR3J04_01	KR3: Concern: Vision impairment	Num			48	0=No
					6	1=Vision impairment
<b>Valid N</b>	54		<b>Mean</b>		1803	-1/.N=Not Applicable
<b>Minimum</b>			<b>Maximum</b>		1	-8/.D=Don't know
					3	-9/.M=Missing
					1454	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	KR3J04_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Concern: Blindness	54	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	54	<b>Mean</b>	1803 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			3 -9/.M=Missing
			1454 SYSMIS/.
<b>Name</b>	KR3J04_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Concern: Hearing impairment/hard of hearing	53	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	54	<b>Mean</b>	1803 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			3 -9/.M=Missing
			1454 SYSMIS/.
<b>Name</b>	KR3J04_04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Concern: Deafness	54	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	54	<b>Mean</b>	1803 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			3 -9/.M=Missing
			1454 SYSMIS/.
<b>Name</b>	KR3J04_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Concern: Motor impairment	49	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	54	<b>Mean</b>	5 5=Motor impairment
<b>Minimum</b>		<b>Maximum</b>	1803 -1/.N=Not Applicable
			1 -8/.D=Don't know
			3 -9/.M=Missing
			1454 SYSMIS/.
<b>Name</b>	KR3J04_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3:Concern:Speech impairmnt/difficulty communicatng	39	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	54	<b>Mean</b>	15 6=Speech impairment/difficulty communicating
<b>Minimum</b>		<b>Maximum</b>	1803 -1/.N=Not Applicable
			1 -8/.D=Don't know
			3 -9/.M=Missing
			1454 SYSMIS/.
<b>Name</b>	KR3J04_07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Concern: Mental retardation	54	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	54	<b>Mean</b>	1803 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			3 -9/.M=Missing
			1454 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	KR3J04_08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Concern: Development delay	47	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	54	<b>Mean</b>	7 8=Development delay
<b>Minimum</b>		<b>Maximum</b>	1803 -1/.N=Not Applicable
			1 -8/.D=Don't know
			3 -9/.M=Missing
			1454 SYSMIS/.

<b>Name</b>	KR3J04_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Concern: Autism (or PDD)	53	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	54	<b>Mean</b>	1 9=Autism (or PDD)
<b>Minimum</b>		<b>Maximum</b>	1803 -1/.N=Not Applicable
			1 -8/.D=Don't know
			3 -9/.M=Missing
			1454 SYSMIS/.

<b>Name</b>	KR3J04_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Concern: Behavior/hyperactivity/attention problems	39	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	54	<b>Mean</b>	15 10=Behavior problems/hyperactivity/attention deficit
<b>Minimum</b>		<b>Maximum</b>	1803 -1/.N=Not Applicable
			1 -8/.D=Don't know
			3 -9/.M=Missing
			1454 SYSMIS/.

<b>Name</b>	KR3J04_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Concern: Opposition Defiant Disorder (ODD)	52	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	54	<b>Mean</b>	2 11=Opposition Defiant Disorder (ODD)
<b>Minimum</b>		<b>Maximum</b>	1803 -1/.N=Not Applicable
			1 -8/.D=Don't know
			3 -9/.M=Missing
			1454 SYSMIS/.

<b>Name</b>	KR3J04_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Concern: Other (specify)	33	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	54	<b>Mean</b>	21 12=Other
<b>Minimum</b>		<b>Maximum</b>	1803 -1/.N=Not Applicable
			1 -8/.D=Don't know
			3 -9/.M=Missing
			1454 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	KR3J05_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Discussions/plans are in progress	74	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	59 1=Discussions/plans are in progress
<b>Minimum</b>		<b>Maximum</b>	1718 -1/.N=Not Applicable
			5 -8/.D=Don't know
			5 -9/.M=Missing
			1454 SYSMIS/.
<b>Name</b>	KR3J05_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: A specialist has been contacted	73	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	60 2=A specialist has been contacted
<b>Minimum</b>		<b>Maximum</b>	1718 -1/.N=Not Applicable
			5 -8/.D=Don't know
			5 -9/.M=Missing
			1454 SYSMIS/.
<b>Name</b>	KR3J05_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: The child has been observed or evaluated	65	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	68 3=The child has been observed or evaluated
<b>Minimum</b>		<b>Maximum</b>	1718 -1/.N=Not Applicable
			5 -8/.D=Don't know
			5 -9/.M=Missing
			1454 SYSMIS/.
<b>Name</b>	KR3J05_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: Meeting held w/parents and special needs team	67	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	66 4=Meeting held w/parents and special needs team
<b>Minimum</b>		<b>Maximum</b>	1718 -1/.N=Not Applicable
			5 -8/.D=Don't know
			5 -9/.M=Missing
			1454 SYSMIS/.
<b>Name</b>	KR3J05_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: IEP or IFSP has been developed	89	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	44 5=IEP or IFSP has been developed
<b>Minimum</b>		<b>Maximum</b>	1718 -1/.N=Not Applicable
			5 -8/.D=Don't know
			5 -9/.M=Missing
			1454 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	KR3J05_6			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3:Modifctn/accmdatns made to clsrn/classActivities			64	0=No
<b>Format</b>	Num	<b>Type</b>	Source	69	6=Modifctn/accmdatns made to clsrn/classActivities
<b>Valid N</b>	133	<b>Mean</b>		1718	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		5	-8/.D=Don't know
				5	-9/.M=Missing
				1454	SYSMIS/.
<b>Name</b>	KR3J06			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR3: How often Child missed K class during past year			10	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	353	2=One to five days
<b>Valid N</b>	643	<b>Mean</b>		169	3=Six to ten days
<b>Minimum</b>		<b>Maximum</b>		74	4=Eleven to twenty
				37	5=More than 20 days
				1211	-1/.N=Not Applicable
				7	-9/.M=Missing
				1454	SYSMIS/.
<b>Name</b>	KR4_Date			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: K TCR completed date			201	March 2009
<b>Format</b>	Num	<b>Type</b>	Source	268	April 2009
<b>Valid N</b>	782	<b>Mean</b>		225	May 2009
<b>Minimum</b>		<b>Maximum</b>		88	June(/July) 2009
				1015	-1/.N=Not Applic
				1518	SYSMIS/.
<b>Name</b>	KR4E01			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: [CHILD] been in class how much of school year?			675	1=Entire school year
<b>Format</b>	Num	<b>Type</b>	Source	65	2=More than one semester but less than the entire school year
<b>Valid N</b>	754	<b>Mean</b>		8	3=More than one quarter but less than one semester
<b>Minimum</b>		<b>Maximum</b>		6	4=Less than one quarter of the school year
				1015	-1/.N=Not Applicable
				28	-9/.M=Missing
				1518	SYSMIS/.
<b>Name</b>	KR4E02			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: What type of class? (e.g. am, pm, full)			40	1=Morning class only
<b>Format</b>	Num	<b>Type</b>	Source	26	2=Afternoon class only
<b>Valid N</b>	780	<b>Mean</b>		4	3=Morning & afternoon class
<b>Minimum</b>		<b>Maximum</b>		710	4=Full-day class
				1015	-1/.N=Not Applicable
				2	-9/.M=Missing
				1518	SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	Label	Format	Type	Source	Frequency	Code and Description
KR4F01a	KR4: Language and literacy skills rating	Num			46	1=Far Below Average
					167	2=Below Average
					303	3=Average
					224	4=Above Average
					36	5=Far Above Average
					1015	-1/.N=Not Applicable
					6	-9/.M=Missing
					1518	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR4F01b	KR4: Science and Social Studies rating	Num			31	1=Far Below Average
					93	2=Below Average
					494	3=Average
					136	4=Above Average
					19	5=Far Above Average
					1015	-1/.N=Not Applicable
					9	-9/.M=Missing
					1518	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR4F01c	KR4: Mathematical skills rating	Num			37	1=Far Below Average
					124	2=Below Average
					412	3=Average
					180	4=Above Average
					23	5=Far Above Average
					1015	-1/.N=Not Applicable
					6	-9/.M=Missing
					1518	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR4F02a	KR4: Individual tutoring program in reading	Num			663	0=No
					111	1=Yes
					1015	-1/.N=Not Applic
					8	-9/.M=Missing
					1518	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR4F02b	KR4: Pull-out small group program in reading	Num			459	0=No
					314	1=Yes
					1015	-1/.N=Not Applic
					9	-9/.M=Missing
					1518	SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	KR4F02c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Individual tutoring program in math	711	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	772	<b>Mean</b>	61 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			10 -9/.M=Missing
			1518 SYSMIS/.

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<b>Name</b>	KR4F02d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Pull-out small group program in math	631	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	772	<b>Mean</b>	141 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			10 -9/.M=Missing
			1518 SYSMIS/.

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<b>Name</b>	KR4F02e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Pull-out ESL program	715	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	773	<b>Mean</b>	58 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			9 -9/.M=Missing
			1518 SYSMIS/.

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<b>Name</b>	KR4F02f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: In-class ESL program	678	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	773	<b>Mean</b>	95 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			9 -9/.M=Missing
			1518 SYSMIS/.

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<b>Name</b>	KR4F02g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Gifted and talented program	759	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	772	<b>Mean</b>	13 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			10 -9/.M=Missing
			1518 SYSMIS/.

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<b>Name</b>	KR4F02h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Prog. for children w/ behaviorl/emotionl problems	754	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	772	<b>Mean</b>	18 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			10 -9/.M=Missing
			1518 SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	Label	Format	Type	Source	Frequency	Code and Description
KR4F03	KR4: Activity during structured play time	Num			10	1=A lot less active than most
					75	2=A little less active than most
					520	3=About the same as most
					120	4=A little more active than most
					51	5=A lot more active than most
					1015	-1/.N=Not Applicable
					6	-9/.M=Missing
					1518	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR4F04	KR4: Activity during unstructured play time	Num			9	1=A lot less active than most
					66	2=A little less active than most
					508	3=About the same as most
					127	4=A little more active than most
					66	5=A lot more active than most
					1015	-1/.N=Not Applicable
					6	-9/.M=Missing
					1518	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR4H_A	KR4: Acts too young for his or her age	Num			547	1=Not True
					178	2=Somewhat or Sometimes True
					56	3=Very True or Often True
					1015	-1/.N=Not Applicable
					1	-9/.M=Missing
					1518	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR4H_B	KR4: Can't concentrate/pay attention	Num			440	1=Not True
					223	2=Somewhat or Sometimes True
					116	3=Very True or Often True
					1015	-1/.N=Not Applicable
					3	-9/.M=Missing
					1518	SYSMIS/.

Name	Label	Format	Type	Source	Frequency	Code and Description
KR4H_C	KR4: Disobeys rules or requests	Num			455	1=Not True
					252	2=Somewhat or Sometimes True
					74	3=Very True or Often True
					1015	-1/.N=Not Applicable
					1	-9/.M=Missing
					1518	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	KR4H_D	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Disrupts ongoing activities	496	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	782	<b>Mean</b>	202 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	84 3=Very True or Often True
			1015 -1/.N=Not Applicable
			1518 SYSMIS/.

<b>Name</b>	KR4H_E	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Hard to understand what/is said	587	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	782	<b>Mean</b>	150 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	45 3=Very True or Often True
			1015 -1/.N=Not Applicable
			1518 SYSMIS/.

<b>Name</b>	KR4H_F	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Hits or fights with others	591	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	779	<b>Mean</b>	155 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	33 3=Very True or Often True
			1015 -1/.N=Not Applicable
			3 -9/.M=Missing
			1518 SYSMIS/.

<b>Name</b>	KR4H_G	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Keeps to herself/himself; withdraws	572	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	782	<b>Mean</b>	174 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	36 3=Very True or Often True
			1015 -1/.N=Not Applicable
			1518 SYSMIS/.

<b>Name</b>	KR4H_H	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Lacks confidence to learn new things	487	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	782	<b>Mean</b>	235 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	60 3=Very True or Often True
			1015 -1/.N=Not Applicable
			1518 SYSMIS/.

<b>Name</b>	KR4H_I	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Is nervous, high-strung, or tense	649	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	781	<b>Mean</b>	104 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	28 3=Very True or Often True
			1015 -1/.N=Not Applicable
			1 -9/.M=Missing
			1518 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	KR4H_J	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Is very restless, fidgets	514	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	779	<b>Mean</b>	174 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	91 3=Very True or Often True
			1015 -1/.N=Not Applicable
			3 -9/.M=Missing
			1518 SYSMIS/.

<b>Name</b>	KR4H_K	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Seems sleepy/tired in class	609	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	782	<b>Mean</b>	133 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	40 3=Very True or Often True
			1015 -1/.N=Not Applicable
			1518 SYSMIS/.

<b>Name</b>	KR4H_L	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Has temper tantrums/hot temper	668	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	782	<b>Mean</b>	75 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	39 3=Very True or Often True
			1015 -1/.N=Not Applicable
			1518 SYSMIS/.

<b>Name</b>	KR4H_M	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Seems unhappy, sad/depressed	639	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	782	<b>Mean</b>	116 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	27 3=Very True or Often True
			1015 -1/.N=Not Applicable
			1518 SYSMIS/.

<b>Name</b>	KR4H_N	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Worries about things for a long time	648	1=Not True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	780	<b>Mean</b>	113 2=Somewhat or Sometimes True
<b>Minimum</b>		<b>Maximum</b>	19 3=Very True or Often True
			1015 -1/.N=Not Applicable
			2 -9/.M=Missing
			1518 SYSMIS/.

<b>Name</b>	KR4J01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Profsnl said child has devlpmntl problem/delay	557	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	656	<b>Mean</b>	99 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			121 -8/.D=Don't know
			5 -9/.M=Missing
			1518 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	KR4J02_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Professional said: Vision impairment	92	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	98	<b>Mean</b>	6 1=Vision impairment
<b>Minimum</b>		<b>Maximum</b>	1693 -1/.N=Not Applicable
			6 -9/.M=Missing
			1518 SYSMIS/.
<b>Name</b>	KR4J02_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Professional said: Blindness	98	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	98	<b>Mean</b>	1693 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	6 -9/.M=Missing
			1518 SYSMIS/.
<b>Name</b>	KR4J02_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Profsnl said: Hearing impairment/hard of hearing	93	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	98	<b>Mean</b>	5 3=Hearing impairment/hard of hearing
<b>Minimum</b>		<b>Maximum</b>	1693 -1/.N=Not Applicable
			6 -9/.M=Missing
			1518 SYSMIS/.
<b>Name</b>	KR4J02_04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Professional said: Deafness	98	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	98	<b>Mean</b>	1693 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	6 -9/.M=Missing
			1518 SYSMIS/.
<b>Name</b>	KR4J02_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Professional said: Motor impairment	91	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	98	<b>Mean</b>	7 5=Motor impairment
<b>Minimum</b>		<b>Maximum</b>	1693 -1/.N=Not Applicable
			6 -9/.M=Missing
			1518 SYSMIS/.
<b>Name</b>	KR4J02_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Profsnl said:Speech impairmt/diffclt communicatng	41	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	98	<b>Mean</b>	57 6=Speech impairment/difficulty communicating
<b>Minimum</b>		<b>Maximum</b>	1693 -1/.N=Not Applicable
			6 -9/.M=Missing
			1518 SYSMIS/.
<b>Name</b>	KR4J02_07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Professional said: Mental retardation	96	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	98	<b>Mean</b>	2 7=Mental retardation
<b>Minimum</b>		<b>Maximum</b>	1693 -1/.N=Not Applicable
			6 -9/.M=Missing
			1518 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	KR4J02_08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Professional said: Development delay	79	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	98	<b>Mean</b>	1693 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	6 -9/.M=Missing
			1518 SYSMIS/.
<b>Name</b>	KR4J02_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Professional said: Autism (or PDD)	94	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	98	<b>Mean</b>	1693 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	6 -9/.M=Missing
			1518 SYSMIS/.
<b>Name</b>	KR4J02_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Profsnl said: Behavior/hyperactv/attentn problems	71	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	98	<b>Mean</b>	1693 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	6 -9/.M=Missing
			1518 SYSMIS/.
<b>Name</b>	KR4J02_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Profsnl said: Opposition Defiant Disorder (ODD)	92	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	98	<b>Mean</b>	1693 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	6 -9/.M=Missing
			1518 SYSMIS/.
<b>Name</b>	KR4J02_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Professional said: Other (specify)	85	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	98	<b>Mean</b>	1693 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	6 -9/.M=Missing
			1518 SYSMIS/.
<b>Name</b>	KR4J03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Concerns about child's health/development	563	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	631	<b>Mean</b>	1114 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	46 -8/.D=Don't know
			6 -9/.M=Missing
			1518 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	KR4J04_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Concern: Vision impairment	53	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	63	<b>Mean</b>	10 1=Vision impairment
<b>Minimum</b>		<b>Maximum</b>	1723 -1/.N=Not Applicable
			4 -8/.D=Don't know
			7 -9/.M=Missing
			1518 SYSMIS/.
<b>Name</b>	KR4J04_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Concern: Blindness	63	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	63	<b>Mean</b>	1723 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know
			7 -9/.M=Missing
			1518 SYSMIS/.
<b>Name</b>	KR4J04_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Concern: Hearing impairment/hard of hearing	62	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	63	<b>Mean</b>	1 3=Hearing impairment/hard of hearing
<b>Minimum</b>		<b>Maximum</b>	1723 -1/.N=Not Applicable
			4 -8/.D=Don't know
			7 -9/.M=Missing
			1518 SYSMIS/.
<b>Name</b>	KR4J04_04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Concern: Deafness	63	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	63	<b>Mean</b>	1723 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know
			7 -9/.M=Missing
			1518 SYSMIS/.
<b>Name</b>	KR4J04_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Concern: Motor impairment	61	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	63	<b>Mean</b>	2 5=Motor impairment
<b>Minimum</b>		<b>Maximum</b>	1723 -1/.N=Not Applicable
			4 -8/.D=Don't know
			7 -9/.M=Missing
			1518 SYSMIS/.
<b>Name</b>	KR4J04_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4:Concern:Speech impairmnt/difficulty communicatng	50	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	63	<b>Mean</b>	13 6=Speech impairment/difficulty communicating
<b>Minimum</b>		<b>Maximum</b>	1723 -1/.N=Not Applicable
			4 -8/.D=Don't know
			7 -9/.M=Missing
			1518 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	KR4J04_07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Concern: Mental retardation	62	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	63	<b>Mean</b>	1723 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know 7 -9/.M=Missing 1518 SYSMIS/.
<b>Name</b>	KR4J04_08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Concern: Development delay	59	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	63	<b>Mean</b>	1723 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know 7 -9/.M=Missing 1518 SYSMIS/.
<b>Name</b>	KR4J04_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Concern: Autism (or PDD)	62	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	63	<b>Mean</b>	1723 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know 7 -9/.M=Missing 1518 SYSMIS/.
<b>Name</b>	KR4J04_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4:Concern:Behavior/hyperactivity/attention problems	45	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	63	<b>Mean</b>	1723 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	18 10=Behavior problems/hyperactivity/attention deficit 4 -8/.D=Don't know 7 -9/.M=Missing 1518 SYSMIS/.
<b>Name</b>	KR4J04_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Concern: Opposition Defiant Disorder (ODD)	59	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	63	<b>Mean</b>	1723 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	4 11=Opposition Defiant Disorder (ODD) 4 -8/.D=Don't know 7 -9/.M=Missing 1518 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	KR4J04_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Concern: Other (specify)	36	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	63	<b>Mean</b>	27 12=Other
<b>Minimum</b>		<b>Maximum</b>	1723 -1/.N=Not Applicable
			4 -8/.D=Don't know
			7 -9/.M=Missing
			1518 SYSMIS/.
<b>Name</b>	KR4J05_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Discussions/plans are in progress	90	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	152	<b>Mean</b>	62 1=Discussions/plans are in progress
<b>Minimum</b>		<b>Maximum</b>	1624 -1/.N=Not Applicable
			10 -8/.D=Don't know
			11 -9/.M=Missing
			1518 SYSMIS/.
<b>Name</b>	KR4J05_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: A specialist has been contacted	104	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	152	<b>Mean</b>	48 2=A specialist has been contacted
<b>Minimum</b>		<b>Maximum</b>	1624 -1/.N=Not Applicable
			10 -8/.D=Don't know
			11 -9/.M=Missing
			1518 SYSMIS/.
<b>Name</b>	KR4J05_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: The child has been observed or evaluated	75	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	152	<b>Mean</b>	77 3=The child has been observed or evaluated
<b>Minimum</b>		<b>Maximum</b>	1624 -1/.N=Not Applicable
			10 -8/.D=Don't know
			11 -9/.M=Missing
			1518 SYSMIS/.
<b>Name</b>	KR4J05_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: Meeting held w/parents and special needs team	90	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	152	<b>Mean</b>	62 4=Meeting held w/parents and special needs team
<b>Minimum</b>		<b>Maximum</b>	1624 -1/.N=Not Applicable
			10 -8/.D=Don't know
			11 -9/.M=Missing
			1518 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	KR4J05_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: IEP or IFSP has been developed	91	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	152	<b>Mean</b>	61 5=IEP or IFSP has been developed
<b>Minimum</b>		<b>Maximum</b>	1624 -1/.N=Not Applicable
			10 -8/.D=Don't know
			11 -9/.M=Missing
			1518 SYSMIS/.

<b>Name</b>	KR4J05_6	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4:Modifctn/accmdatns made to clsrn/classActivities	58	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	152	<b>Mean</b>	94 6=Modifctn/accmdatns made to clsrn/classActivities
<b>Minimum</b>		<b>Maximum</b>	1624 -1/.N=Not Applicable
			10 -8/.D=Don't know
			11 -9/.M=Missing
			1518 SYSMIS/.

<b>Name</b>	KR4J06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	KR4: How often Child missed K class during past year	37	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	768	<b>Mean</b>	444 2=One to five days
<b>Minimum</b>		<b>Maximum</b>	195 3=Six to ten days
			70 4=Eleven to twenty
			22 5=More than 20 days
			1015 -1/.N=Not Applicable
			14 -9/.M=Missing
			1518 SYSMIS/.

<b>Name</b>	P1_Lang	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Language	2476	1=English
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3190	<b>Mean</b>	1 1.5=Eng & Span
<b>Minimum</b>		<b>Maximum</b>	713 2=Spanish
			125 SYSMIS/.

<b>Name</b>	P1_2Child	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: 2-child Interview status	2991	0=one child
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3191	<b>Mean</b>	78 1=child #1 (of 2)
<b>Minimum</b>		<b>Maximum</b>	72 2=child #2 (of 2)
			2 3=ch #3(separate)
			21 11=ch #1(separate)
			21 12=ch #2(separate)
			6 22=ch #2(missing)
			124 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1_Date			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Interview completed date			588	Sep 2006
<b>Format</b>	Num	<b>Type</b>	Source	1781	Oct 2006
<b>Valid N</b>	3190	<b>Mean</b>		821	November 2006
<b>Minimum</b>		<b>Maximum</b>		125	SYSMIS/.
<b>Name</b>	P1_RGender			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Respondent Gender			2945	1=Girl/female
<b>Format</b>	Num	<b>Type</b>	Source	245	2=Boy/male
<b>Valid N</b>	3190	<b>Mean</b>		125	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	P1_SC7			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Respondent birth date			3185	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	3	-7/.R=Refused
<b>Valid N</b>	3185	<b>Mean</b>	1976.07	2	-8/.D=Don't know
<b>Minimum</b>	1960	<b>Maximum</b>	1986	125	SYSMIS/.
<b>Name</b>	P1_SC9			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Resp Relationship to child			2797	11=Bio/adopt/step mother
<b>Format</b>	Num	<b>Type</b>	Source	235	12=Bio/adopt/step father
<b>Valid N</b>	3190	<b>Mean</b>		111	17=(great)grandparent
<b>Minimum</b>		<b>Maximum</b>		47	31=Other
				125	SYSMIS/.
<b>Name</b>	P1_SC10			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Are you child's legal guardian			34	0=No
<b>Format</b>	Num	<b>Type</b>	Source	123	1=Yes
<b>Valid N</b>	157	<b>Mean</b>		3032	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-8/.D=Don't know
				125	SYSMIS/.
<b>Name</b>	P1_Z01			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Relat of (FIRST) to (SECOND CHILD)			77	1=Twin brother or sister
<b>Format</b>	Num	<b>Type</b>	Source	2	2=Other multiple birth relationship (triplets, etc.)
<b>Valid N</b>	150	<b>Mean</b>		2	3=Half brother or sister
<b>Minimum</b>		<b>Maximum</b>		4	4=Step brother or sister
				4	6=No family relationship, just live together
				61	7=Brother or sister
				2994	-1/.N=Not Applicable
				5	-9/.M=Missing
				166	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1_Z02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Kids are identical/ fraternal twins	78	2=Fraternat
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	78	<b>Mean</b>	3065 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	5 -9/.M=Missing
			167 SYSMIS/.
<b>Name</b>	P1_Z03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Children have the same bio mother	2	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	64	<b>Mean</b>	62 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3077 -1/.N=Not Applic
			5 -9/.M=Missing
			169 SYSMIS/.
<b>Name</b>	P1_Z04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Children have the same bio father	4	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	64	<b>Mean</b>	60 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3077 -1/.N=Not Applic
			5 -9/.M=Missing
			169 SYSMIS/.
<b>Name</b>	PnA06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Country of child's birth (P1 or updated)	3183	059=United States
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3266	<b>Mean</b>	51 303=Mexico
<b>Minimum</b>		<b>Maximum</b>	32 600=Other
			49 SYSMIS/.
<b>Name</b>	PnA07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Number of years child in USA (P1 or updated)	86	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	86	<b>Mean</b>	2.13
<b>Minimum</b>	0	<b>Maximum</b>	4
			3180 -1/.N=Not Applicable
			49 SYSMIS/.
<b>Name</b>	PnA08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Child participated in Early Head Start(P1/updated)	2846	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3252	<b>Mean</b>	406 1=Yes
<b>Minimum</b>		<b>Maximum</b>	10 -8/.D=Don't know
			4 -9/.M=Missing
			49 SYSMIS/.
<b>Name</b>	PnA09yrs	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: EHS Years of Participation (P1 or updated)	405	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	405	<b>Mean</b>	0.80
<b>Minimum</b>	0	<b>Maximum</b>	4
			2846 -1/.N=Not Applicable
			11 -8/.D=Don't know
			4 -9/.M=Missing
			49 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	PnA09mths	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: EHS Months of Participation (P1 or updated)	405	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	405	<b>Mean</b>	2.23
<b>Minimum</b>	0	<b>Maximum</b>	11
			2846 -1/.N=Not Applicable
			11 -8/.D=Don't know
			4 -9/.M=Missing
			49 SYSMIS/.
<b>Name</b>	PnA10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Child attended any other HS program (P1/updated)	3136	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3253	<b>Mean</b>	117 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
			9 -8/.D=Don't know
			4 -9/.M=Missing
			49 SYSMIS/.
<b>Name</b>	P1B01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Number of adults living in household	3190	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3190	<b>Mean</b>	2.00
<b>Minimum</b>	1	<b>Maximum</b>	7
			125 SYSMIS/.
<b>Name</b>	P1B02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Number of children living in house	3190	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3190	<b>Mean</b>	2.58
<b>Minimum</b>	1	<b>Maximum</b>	8
			125 SYSMIS/.
<b>Name</b>	P1B04_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 1 age	3186	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3186	<b>Mean</b>	3.45
<b>Minimum</b>	2	<b>Maximum</b>	6
			4 -9/.M=Missing
			125 SYSMIS/.
<b>Name</b>	P1B05_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 1 relationship to child	33	9=Sister/half/step sister
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3190	<b>Mean</b>	42 10=Brother/half/stepbrother
<b>Minimum</b>		<b>Maximum</b>	
			1 11=Other relative or in-law (female)
			1 12=Other relative or in-law (male)
			3113 19=Focus child
			125 SYSMIS/.
<b>Name</b>	P1B06_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 1 attended Head Start	3190	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3190	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1B07_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Currently in Head Start, person #01	3190	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3190	<b>Mean</b>	125 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P1B08_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Early Head Start, person #01	2791	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3183	<b>Mean</b>	392 1=Yes
<b>Minimum</b>		<b>Maximum</b>	7 -8/.D=Don't know
			125 SYSMIS/.
<b>Name</b>	P1B04_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 2 age	3185	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3185	<b>Mean</b>	5 -9/.M=Missing
<b>Minimum</b>	2	<b>Maximum</b>	28.79
			125 SYSMIS/.
<b>Name</b>	P1B05_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 2 relationship to child	2674	1=Bio/adoptive mother
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3190	<b>Mean</b>	206 2=Bio/adoptive father
<b>Minimum</b>		<b>Maximum</b>	8 3=Stepmother
			7 4=Stepfather
			88 5=Grandmother
			6 6=Grandfather
			10 7=Great grandmother
			34 9=Sister/half/sister
			37 10=Brother/half/stepbrother
			23 11=Other relative or in-law (female)
			2 12=Other relative or in-law (male)
			15 13=Foster parent (female)
			6 15=Other non-relative (female)
			1 16=Other non-relative (male)
			1 17=Parent's partner (female)
			72 19=Focus child
			125 SYSMIS/.
<b>Name</b>	P1B06_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 2 attended Head Start	2073	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2939	<b>Mean</b>	866 1=Yes
<b>Minimum</b>		<b>Maximum</b>	153 -1/.N=Not Applic
			98 -8/.D=Don't know
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1B07_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Currently in Head Start, person #02	2	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	147	<b>Mean</b>	145 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3043 -1/.N=Not Applic 125 SYSMIS/.
<b>Name</b>	P1B08_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Early Head Start, person #02	134	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	148	<b>Mean</b>	14 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3040 -1/.N=Not Applic 2 -8/.D=Don't know 125 SYSMIS/.
<b>Name</b>	P1B04_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 3 age	2989	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2989	<b>Mean</b>	26.19
<b>Minimum</b>	0	<b>Maximum</b>	93
			184 -1/.N=Not Applicable 1 -7/.R=Refused 15 -8/.D=Don't know 1 -9/.M=Missing 125 SYSMIS/.
<b>Name</b>	P1B05_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 3 relationship to child	271	1=Bio/adoptive mother
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3004	<b>Mean</b>	1067 2=Bio/adoptive father
<b>Minimum</b>		<b>Maximum</b>	1 3=Stepmother 95 4=Stepfather 196 5=Grandmother 93 6=Grandfather 22 7=Great grandmother 11 8=Great grandfather 489 9=Sister/half/sstepsister 460 10=Brother/half/stepbrother 103 11=Other relative or in-law (female) 98 12=Other relative or in-law (male) 5 14=Foster parent (male) 23 15=Other non-relative (female) 31 16=Other non-relative (male) 3 17=Parent's partner (female) 36 18=Parent's partner (male) 184 -1/.N=Not Applicable 2 -9/.M=Missing 125 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P1B06_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 3 attended Head Start	1788	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2500	<b>Mean</b>	712 1=Yes
<b>Minimum</b>		<b>Maximum</b>	555 -1/.N=Not Applic
			135 -8/.D=Don't know
			125 SYSMIS/.

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<b>Name</b>	P1B07_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Currently in Head Start, person #03	58	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	117	<b>Mean</b>	59 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3073 -1/.N=Not Applic
			125 SYSMIS/.

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<b>Name</b>	P1B08_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Early Head Start, person #03	768	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	891	<b>Mean</b>	123 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2291 -1/.N=Not Applic
			8 -8/.D=Don't know
			125 SYSMIS/.

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<b>Name</b>	P1B04_04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 4 age	2435	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2435	<b>Mean</b>	15.74
<b>Minimum</b>	0	<b>Maximum</b>	87
			737 -1/.N=Not Applicable
			17 -8/.D=Don't know
			1 -9/.M=Missing
			125 SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	P1B05_04	Frequency	Code and Description
<b>Label</b>	P1: Household member 4 relationship to child	27	1=Bio/adoptive mother
<b>Format</b>	Num	129	2=Bio/adoptive father
<b>Valid N</b>	2451	3	3=Stepmother
<b>Minimum</b>		18	4=Stepfather
		132	5=Grandmother
		92	6=Grandfather
		13	7=Great grandmother
		7	8=Great grandfather
		804	9=Sister/half/sister
		858	10=Brother/half/stepbrother
		143	11=Other relative or in-law (female)
		148	12=Other relative or in-law (male)
		1	13=Foster parent (female)
		21	15=Other non-relative (female)
		39	16=Other non-relative (male)
		1	17=Parent's partner (female)
		14	18=Parent's partner (male)
		1	19=Focus child
		737	-1/.N=Not Applicable
		1	-7/.R=Refused
		1	-9/.M=Missing
		125	SYSMIS/.

Name	P1B06_04	Frequency	Code and Description
<b>Label</b>	P1: Household member 4 attended Head Start	1265	0=No
<b>Format</b>	Num	894	1=Yes
<b>Valid N</b>	2159	972	-1/.N=Not Applic
<b>Minimum</b>		58	-8/.D=Don't know
		1	-9/.M=Missing
		125	SYSMIS/.

Name	P1B07_04	Frequency	Code and Description
<b>Label</b>	P1: Currently in Head Start, person #04	120	0=No
<b>Format</b>	Num	78	1=Yes
<b>Valid N</b>	198	2992	-1/.N=Not Applic
<b>Minimum</b>		125	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1B08_04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Early Head Start, person #04	1377	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1601	<b>Mean</b>	224 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1573 -1/.N=Not Applic
			15 -8/.D=Don't know
			1 -9/.M=Missing
			125 SYSMIS/.
<b>Name</b>	P1B04_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 5 age	1519	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1519	<b>Mean</b>	13.37
<b>Minimum</b>	0	<b>Maximum</b>	85
			1658 -1/.N=Not Applicable
			13 -8/.D=Don't know
			125 SYSMIS/.
<b>Name</b>	P1B05_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 5 relationship to child	10	1=Bio/adoptive mother
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1531	<b>Mean</b>	67 2=Bio/adoptive father
<b>Minimum</b>		<b>Maximum</b>	3 3=Stepmother
			2 4=Stepfather
			46 5=Grandmother
			52 6=Grandfather
			5 7=Great grandmother
			5 8=Great grandfather
			497 9=Sister/half/stepmother
			536 10=Brother/half/stepbrother
			118 11=Other relative or in-law (female)
			136 12=Other relative or in-law (male)
			2 13=Foster parent (female)
			23 15=Other non-relative (female)
			25 16=Other non-relative (male)
			1 17=Parent's partner (female)
			1 18=Parent's partner (male)
			2 19=Focus child
			1658 -1/.N=Not Applicable
			1 -9/.M=Missing
			125 SYSMIS/.
<b>Name</b>	P1B06_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 5 attended Head Start	880	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1389	<b>Mean</b>	509 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1761 -1/.N=Not Applic
			40 -8/.D=Don't know
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1B07_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Currently in Head Start, person #05	55	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	117	<b>Mean</b>	62 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3073 -1/.N=Not Applic
			125 SYSMIS/.
<b>Name</b>	P1B08_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Early Head Start, person #05	945	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1077	<b>Mean</b>	132 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2097 -1/.N=Not Applic
			16 -8/.D=Don't know
			125 SYSMIS/.
<b>Name</b>	P1B04_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 6 age	797	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	797	<b>Mean</b>	12.75
<b>Minimum</b>	0	<b>Maximum</b>	80
			2391 -1/.N=Not Applicable
			2 -8/.D=Don't know
			125 SYSMIS/.
<b>Name</b>	P1B05_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 6 relationship to child	15	1=Bio/adoptive mother
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	798	<b>Mean</b>	32 2=Bio/adoptive father
<b>Minimum</b>		<b>Maximum</b>	1 3=Stepmother
			3 4=Stepfather
			17 5=Grandmother
			17 6=Grandfather
			8 7=Great grandmother
			228 9=Sister/half/sister
			269 10=Brother/half/stepbrother
			84 11=Other relative or in-law (female)
			87 12=Other relative or in-law (male)
			1 14=Foster parent (male)
			13 15=Other non-relative (female)
			17 16=Other non-relative (male)
			1 17=Parent's partner (female)
			3 18=Parent's partner (male)
			2 19=Focus child
			2391 -1/.N=Not Applicable
			1 -8/.D=Don't know
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P1B06_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 6 attended Head Start	459	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	733	<b>Mean</b>	274 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2437 -1/.N=Not Applic
			1 -7/.R=Refused
			19 -8/.D=Don't know
			125 SYSMIS/.

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<b>Name</b>	P1B07_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Currently in Head Start, person #06	28	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	68	<b>Mean</b>	40 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3122 -1/.N=Not Applic
			125 SYSMIS/.

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<b>Name</b>	P1B08_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Early Head Start, person #06	510	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	578	<b>Mean</b>	68 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2605 -1/.N=Not Applic
			1 -7/.R=Refused
			6 -8/.D=Don't know
			125 SYSMIS/.

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<b>Name</b>	P1B04_07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 7 age	369	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	369	<b>Mean</b>	12.22
<b>Minimum</b>	0	<b>Maximum</b>	89
			2816 -1/.N=Not Applicable
			3 -8/.D=Don't know
			2 -9/.M=Missing
			125 SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	P1B05_07	Frequency	Code and Description
<b>Label</b>	P1: Household member 7 relationship to child	18	2=Bio/adoptive father
<b>Format</b>	Num	2	4=Stepfather
<b>Valid N</b>	371	11	5=Grandmother
<b>Minimum</b>		7	6=Grandfather
		2	7=Great grandmother
		1	8=Great grandfather
		106	9=Sister/half/sstepsister
		96	10=Brother/half/stepbrother
		53	11=Other relative or in-law (female)
		59	12=Other relative or in-law (male)
		1	13=Foster parent (female)
		1	14=Foster parent (male)
		6	15=Other non-relative (female)
		6	16=Other non-relative (male)
		1	17=Parent's partner (female)
		1	18=Parent's partner (male)
		2816	-1/.N=Not Applicable
		3	-9/.M=Missing
		125	SYSMIS/.

Name	P1B06_07	Frequency	Code and Description
<b>Label</b>	P1: Household member 7 attended Head Start	224	0=No
<b>Format</b>	Num	116	1=Yes
<b>Valid N</b>	340	2838	-1/.N=Not Applic
<b>Minimum</b>		10	-8/.D=Don't know
		2	-9/.M=Missing
		125	SYSMIS/.

Name	P1B07_07	Frequency	Code and Description
<b>Label</b>	P1: Currently in Head Start, person #07	19	0=No
<b>Format</b>	Num	15	1=Yes
<b>Valid N</b>	34	3156	-1/.N=Not Applic
<b>Minimum</b>		125	SYSMIS/.

Name	P1B08_07	Frequency	Code and Description
<b>Label</b>	P1: Early Head Start, person #07	254	0=No
<b>Format</b>	Num	24	1=Yes
<b>Valid N</b>	278	2908	-1/.N=Not Applic
<b>Minimum</b>		2	-8/.D=Don't know
		2	-9/.M=Missing
		125	SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P1B04_08		Frequency	Code and Description
<b>Label</b>	P1: Household member 8 age		167	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	3020 -1/.N=Not Applicable
<b>Valid N</b>	167	<b>Mean</b>	10.21	2 -8/.D=Don't know
<b>Minimum</b>	0	<b>Maximum</b>	77	1 -9/.M=Missing
				125 SYSMIS/.

Name	P1B05_08		Frequency	Code and Description
<b>Label</b>	P1: Household member 8 relationship to child		3	1=Bio/adoptive mother
<b>Format</b>	Num	<b>Type</b>	Source	5 2=Bio/adoptive father
<b>Valid N</b>	169	<b>Mean</b>		4 5=Grandmother
<b>Minimum</b>		<b>Maximum</b>		2 6=Grandfather
				1 8=Great grandfather
				38 9=Sister/half/stepmother
				47 10=Brother/half/stepbrother
				38 11=Other relative or in-law (female)
				22 12=Other relative or in-law (male)
				1 13=Foster parent (female)
				5 15=Other non-relative (female)
				3 16=Other non-relative (male)
				3020 -1/.N=Not Applicable
				1 -9/.M=Missing
				125 SYSMIS/.

Name	P1B06_08		Frequency	Code and Description
<b>Label</b>	P1: Household member 8 attended Head Start		109	0=No
<b>Format</b>	Num	<b>Type</b>	Source	53 1=Yes
<b>Valid N</b>	162	<b>Mean</b>		3024 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		2 -8/.D=Don't know
				2 -9/.M=Missing
				125 SYSMIS/.

Name	P1B07_08		Frequency	Code and Description
<b>Label</b>	P1: Currently in Head Start, person #08		12	0=No
<b>Format</b>	Num	<b>Type</b>	Source	9 1=Yes
<b>Valid N</b>	21	<b>Mean</b>		3169 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		125 SYSMIS/.

Name	P1B08_08		Frequency	Code and Description
<b>Label</b>	P1: Early Head Start, person #08		121	0=No
<b>Format</b>	Num	<b>Type</b>	Source	10 1=Yes
<b>Valid N</b>	131	<b>Mean</b>		3058 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1 -9/.M=Missing
				125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1B04_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 9 age	74	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	74	<b>Mean</b>	9.68
<b>Minimum</b>	0	<b>Maximum</b>	45
			3114 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1 -9/.M=Missing
			125 SYSMIS/.
<b>Name</b>	P1B05_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 9 relationship to child	1	1=Bio/adoptive mother
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	75	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			3 2=Bio/adoptive father
			1 6=Grandfather
			18 9=Sister/half/sistersister
			13 10=Brother/half/stepbrother
			16 11=Other relative or in-law (female)
			19 12=Other relative or in-law (male)
			1 15=Other non-relative (female)
			3 16=Other non-relative (male)
			3114 -1/.N=Not Applicable
			1 -9/.M=Missing
			125 SYSMIS/.
<b>Name</b>	P1B06_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 9 attended Head Start	57	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	70	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			13 1=Yes
			3115 -1/.N=Not Applic
			4 -8/.D=Don't know
			1 -9/.M=Missing
			125 SYSMIS/.
<b>Name</b>	P1B07_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Currently in Head Start, person #09	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			2 1=Yes
			3187 -1/.N=Not Applic
			125 SYSMIS/.
<b>Name</b>	P1B08_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Early Head Start, person #09	53	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	57	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			4 1=Yes
			3131 -1/.N=Not Applic
			1 -8/.D=Don't know
			1 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1B04_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 10 age	32	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	32	<b>Mean</b>	9.38
<b>Minimum</b>	0	<b>Maximum</b>	45
		3157	-1/.N=Not Applicable
		1	-8/.D=Don't know
		125	SYSMIS/.
<b>Name</b>	P1B05_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 10 relationship to child	1	5=Grandmother
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	33	<b>Mean</b>	11
<b>Minimum</b>		<b>Maximum</b>	9
			11=Other relative or in-law (female)
			8
			12=Other relative or in-law (male)
			2
			16=Other non-relative (male)
		3157	-1/.N=Not Applicable
		125	SYSMIS/.
<b>Name</b>	P1B06_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 10 attended Head Start	23	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	32	<b>Mean</b>	9
<b>Minimum</b>		<b>Maximum</b>	1
			1=Yes
		3158	-1/.N=Not Applic
		125	SYSMIS/.
<b>Name</b>	P1B07_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Currently in Head Start, person #10	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	6	<b>Mean</b>	5
<b>Minimum</b>		<b>Maximum</b>	1
			1=Yes
		3184	-1/.N=Not Applic
		125	SYSMIS/.
<b>Name</b>	P1B08_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Early Head Start, person #10	22	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	25	<b>Mean</b>	3
<b>Minimum</b>		<b>Maximum</b>	1
			1=Yes
		3165	-1/.N=Not Applic
		125	SYSMIS/.
<b>Name</b>	P1B04_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 11 age	10	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	10	<b>Mean</b>	4.20
<b>Minimum</b>	0	<b>Maximum</b>	9
		3180	-1/.N=Not Applicable
		125	SYSMIS/.
<b>Name</b>	P1B05_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 11 relationship to child	3	10=Brother/half/stepbrother
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	10	<b>Mean</b>	3
<b>Minimum</b>		<b>Maximum</b>	11
			11=Other relative or in-law (female)
			4
			12=Other relative or in-law (male)
		3180	-1/.N=Not Applicable
		125	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1B06_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 11 attended Head Start	6	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	10	<b>Mean</b>	4 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3180 -1/.N=Not Applic
			125 SYSMIS/.
<b>Name</b>	P1B07_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Currently in Head Start, person #11	2	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	3188 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	125 SYSMIS/.
<b>Name</b>	P1B08_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Early Head Start, person #11	9	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	10	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3180 -1/.N=Not Applic
			125 SYSMIS/.
<b>Name</b>	P1B04_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 12 age	4	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	4	<b>Mean</b>	10.00
<b>Minimum</b>	3	<b>Maximum</b>	24
			3186 -1/.N=Not Applicable
			125 SYSMIS/.
<b>Name</b>	P1B05_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 12 relationship to child	1	2=Bio/adoptive father
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	4	<b>Mean</b>	1 9=Sister/half/stepsister
<b>Minimum</b>		<b>Maximum</b>	2 11=Other relative or in-law (female)
			3186 -1/.N=Not Applicable
			125 SYSMIS/.
<b>Name</b>	P1B06_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 12 attended Head Start	2	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	4	<b>Mean</b>	2 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3186 -1/.N=Not Applic
			125 SYSMIS/.
<b>Name</b>	P1B07_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Currently in Head Start, person #12	1	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	3189 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	125 SYSMIS/.
<b>Name</b>	P1B08_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Early Head Start, person #12	3	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3	<b>Mean</b>	3187 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1B04_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 13 age	1	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	8.00
<b>Minimum</b>	8	<b>Maximum</b>	8
<b>Name</b>	P1B05_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 13 relationship to child	1	10=Brother/half/stepbrother
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P1B06_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 13 attended Head Start	1	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P1B07_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Currently in Head Start, person #13	3190	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P1B08_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Early Head Start, person #13	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P1B04_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 14 age	1	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	7.00
<b>Minimum</b>	7	<b>Maximum</b>	7
<b>Name</b>	P1B05_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 14 relationship to child	1	9=Sister/half/stepsister
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P1B06_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 14 attended Head Start	1	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1B07_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Currently in Head Start, person #14	3190	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	125
<b>Minimum</b>		<b>Maximum</b>	SYSMIS/.
<b>Name</b>	P1B08_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Early Head Start, person #14	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	3189
<b>Minimum</b>		<b>Maximum</b>	125
			SYSMIS/.
<b>Name</b>	P1B04_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 15 age	1	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	4.00
<b>Minimum</b>	4	<b>Maximum</b>	4
			3189
			125
			SYSMIS/.
<b>Name</b>	P1B05_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 15 relationship to child	1	9=Sister/half/stepsis
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	3189
<b>Minimum</b>		<b>Maximum</b>	125
			SYSMIS/.
<b>Name</b>	P1B06_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Household member 15 attended Head Start	1	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	3189
<b>Minimum</b>		<b>Maximum</b>	125
			SYSMIS/.
<b>Name</b>	P1B07_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Currently in Head Start, person #15	1	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	3189
<b>Minimum</b>		<b>Maximum</b>	125
			SYSMIS/.
<b>Name</b>	P1B08_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Early Head Start, person #15	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	3189
<b>Minimum</b>		<b>Maximum</b>	125
			SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1B09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: R marital status w/ other parent in HH	1026	1=married
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1455	<b>Mean</b>	4 2=divorced
<b>Minimum</b>		<b>Maximum</b>	7 3=separated
			418 4=not married
			1727 -1/.N=Not Applic
			2 -7/.R=Refused
			1 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.
<b>Name</b>	P1B10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: R relationship status w/ oth parent in HH	394	1=we are romantically involved on a steady basis
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	427	<b>Mean</b>	19 2=involved in an on-again/off-again relationship
<b>Minimum</b>		<b>Maximum</b>	3 3=we are just friends
			11 4=we are not in any kind of relationship
			2753 -1/.N=Not Applicable
			4 -7/.R=Refused
			1 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.
<b>Name</b>	PnC01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: How found out about H.S. Program (P1 or updated)	1587	1=Family/friend
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3253	<b>Mean</b>	415 2=Referral from another agency
<b>Minimum</b>		<b>Maximum</b>	377 3=Word of mouth
			65 4=Head Start came to visit at our home
			345 5=Previous children in Head Start
			339 6=Outreach: flyer/mailing/sign
			87 7=Other
			38 8=Went to Head Start as child
			4 -1/.N=Not Applicable
			9 -8/.D=Don't know
			49 SYSMIS/.
<b>Name</b>	P1C03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: # dys/wk child attended HS program	3179	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3179	<b>Mean</b>	4.57
<b>Minimum</b>	1	<b>Maximum</b>	6
			1 -7/.R=Refused
			5 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P1C04	Frequency	Code and Description
<b>Label</b>	P1: # of hrs/ wk child attended HS prog	3181	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3181	<b>Mean</b>	23.51
<b>Minimum</b>	1	<b>Maximum</b>	55
			1 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

Name	P1D01	Frequency	Code and Description
<b>Label</b>	P1: Freq. child read to in past week	135	1=not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3182	<b>Mean</b>	750
<b>Minimum</b>		<b>Maximum</b>	1099
			3=3+ times, but not daily
			1198
			4=every day
			1 -7/.R=Refused
			2 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

Name	P1D02	Frequency	Code and Description
<b>Label</b>	P1: No of minutes/day child is read to	3172	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3172	<b>Mean</b>	21.15
<b>Minimum</b>	0	<b>Maximum</b>	120
			1 -7/.R=Refused
			12 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

Name	P1D03a	Frequency	Code and Description
<b>Label</b>	P1: Told [him/her] a story	878	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3179	<b>Mean</b>	2301
<b>Minimum</b>		<b>Maximum</b>	
			1=Yes
			1 -7/.R=Refused
			5 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

Name	P1D03b	Frequency	Code and Description
<b>Label</b>	P1: Taught child letters, words, numb	189	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3183	<b>Mean</b>	2994
<b>Minimum</b>		<b>Maximum</b>	
			1=Yes
			1 -7/.R=Refused
			1 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P1D03c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Taught child songs or music	608	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3182	<b>Mean</b>	2574 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			2 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1D03d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Worked on arts/crafts with child	1164	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3183	<b>Mean</b>	2019 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			1 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1D03e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Played with toys/games indoors	92	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3184	<b>Mean</b>	3092 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1D03f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Played game, sport, exercise	493	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3184	<b>Mean</b>	2691 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1D03g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Took child on errands	150	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3184	<b>Mean</b>	3034 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1D03h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Involved child in household chores	295	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3184	<b>Mean</b>	2889 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			5 -9/.M=Missing
			125 SYSMIS/.

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## Codebook for Child-Level PUF, continued

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<b>Name</b>	P1D03i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Talk about what happened in HS	168	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3184	<b>Mean</b>	3016 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1D03j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Talked about TV programs/videos	895	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3180	<b>Mean</b>	2285 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			4 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1D03k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Played counting games	503	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3181	<b>Mean</b>	2678 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1D04a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Visited a library w/child	2327	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3182	<b>Mean</b>	855 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			2 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1D04b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Gone to a movie w/child	2117	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3183	<b>Mean</b>	1066 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			1 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1D04c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Gone to a play or concert w/child	2758	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3184	<b>Mean</b>	426 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			5 -9/.M=Missing
			125 SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	P1D04d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Gone to a mall w/child	753	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3183	<b>Mean</b>	2430 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			1 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1D04e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Visited art gallery or museum	2790	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3184	<b>Mean</b>	394 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1D04f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Visited playground or park	458	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3184	<b>Mean</b>	2726 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1D04g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Visited zoo or aquarium with child	2482	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3183	<b>Mean</b>	701 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			1 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1D04h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Talked with child about heritage	1864	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3181	<b>Mean</b>	1317 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1D04i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Attend event sponsored by community	1949	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3182	<b>Mean</b>	1233 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			2 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1D04j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Attended athletic event with child	2172	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3182	<b>Mean</b>	1010 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			2 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1D04k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Attended church activity/school	1530	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3183	<b>Mean</b>	1653 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			1 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1D05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: No of childrens books in household	3171	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3171	<b>Mean</b>	38.24
<b>Minimum</b>	0	<b>Maximum</b>	300
			1 -7/.R=Refused
			13 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1D06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: R frequency of reading during pst wk	219	1=not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3190	<b>Mean</b>	813 2=once or twice
<b>Minimum</b>		<b>Maximum</b>	849 3=3+ times, but not daily
			1309 4=every day
			125 SYSMIS/.

<b>Name</b>	P1D07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Other language spoken in home	1829	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3190	<b>Mean</b>	1361 1=Yes
<b>Minimum</b>		<b>Maximum</b>	125 SYSMIS/.

<b>Name</b>	P1D08_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: In home- French	1336	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1361	<b>Mean</b>	25 11=French
<b>Minimum</b>		<b>Maximum</b>	1829 -1/.N=Not Applicable
			125 SYSMIS/.

<b>Name</b>	P1D08_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: In home- Spanish	226	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1361	<b>Mean</b>	1135 12=Spanish
<b>Minimum</b>		<b>Maximum</b>	1829 -1/.N=Not Applicable
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1D08_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: In home- Haitian Creole	1323	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1361	<b>Mean</b>	38 15=Haitian Creole
<b>Minimum</b>		<b>Maximum</b>	1829 -1/.N=Not Applicable
			125 SYSMIS/.
<b>Name</b>	P1D08_19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: In home- Vietnamese	1344	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1361	<b>Mean</b>	17 19=Vietnamese
<b>Minimum</b>		<b>Maximum</b>	1829 -1/.N=Not Applicable
			125 SYSMIS/.
<b>Name</b>	P1D08_20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: In home- Arabic	1342	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1361	<b>Mean</b>	19 20=Arabic
<b>Minimum</b>		<b>Maximum</b>	1829 -1/.N=Not Applicable
			125 SYSMIS/.
<b>Name</b>	P1D08_21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: In home- Other	1263	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1361	<b>Mean</b>	98 21=Other
<b>Minimum</b>		<b>Maximum</b>	1829 -1/.N=Not Applicable
			125 SYSMIS/.
<b>Name</b>	P1D08_30	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: In home- African language	1313	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1361	<b>Mean</b>	48 30=African language
<b>Minimum</b>		<b>Maximum</b>	1829 -1/.N=Not Applicable
			125 SYSMIS/.
<b>Name</b>	P1D08_31	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: In home- American Indian/Alaskan	1347	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1361	<b>Mean</b>	14 31=American Indian/Alaskan
<b>Minimum</b>		<b>Maximum</b>	1829 -1/.N=Not Applicable
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P1D09	Frequency	Code and Description
<b>Label</b>	P1: R's First Language	8	11=French
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1361	<b>Mean</b>	875 12=Spanish
<b>Minimum</b>		<b>Maximum</b>	30 15=Haitian Creole
			14 19=Vietnamese
			13 20=Arabic
			50 21=Other
			316 25=English
			44 30=African language
			11 31=American Indian/Alaskan
			1829 -1/.N=Not Applicable
			125 SYSMIS/.

Name	P1D10	Frequency	Code and Description
<b>Label</b>	P1: Language spoke often to child	5	11=French
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1360	<b>Mean</b>	777 12=Spanish
<b>Minimum</b>		<b>Maximum</b>	17 15=Haitian Creole
			14 19=Vietnamese
			11 20=Arabic
			53 21=Other
			441 25=English
			31 30=African language
			11 31=American Indian/Alaskan
			1829 -1/.N=Not Applicable
			1 -7/.R=Refused
			125 SYSMIS/.

Name	P1D12	Frequency	Code and Description
<b>Label</b>	P1: Language(s) child first learned	80	1=English
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	918	<b>Mean</b>	719 2=Spanish
<b>Minimum</b>		<b>Maximum</b>	26 3=English and Spanish equally
			11 4=English and another language equally
			82 5=Another language
			2270 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			125 SYSMIS/.

Name	P1D12a	Frequency	Code and Description
<b>Label</b>	P1: Lang child 1st learned to speak (w/English)	3190	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	125 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1D12b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Language child first learned to speak	1	15=Haitian Creole
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	1 19=Vietnamese
<b>Minimum</b>		<b>Maximum</b>	3188 -1/.N=Not Applicable
			125 SYSMIS/.
<b>Name</b>	P1D13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1:Language(s) child speaks most at home	138	1=English
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	918	<b>Mean</b>	485 2=Spanish
<b>Minimum</b>		<b>Maximum</b>	206 3=English and Spanish equally
			19 4=English and another language equally
			70 5=Another language
			2270 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			125 SYSMIS/.
<b>Name</b>	P1D13a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Lang child speaks most at home (w/English)	1	20=Arabic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	3189 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	125 SYSMIS/.
<b>Name</b>	P1D13b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Language child speaks most at home	1	15=Haitian Creole
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	1 19=Vietnamese
<b>Minimum</b>		<b>Maximum</b>	3188 -1/.N=Not Applicable
			125 SYSMIS/.
<b>Name</b>	P1D14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Lang(s) child is mostly read to by R	227	1=English
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	917	<b>Mean</b>	490 2=Language from D10
<b>Minimum</b>		<b>Maximum</b>	186 3=Both (English & D10)
			14 4=Doesn't read to child
			2270 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2 -9/.M=Missing
			125 SYSMIS/.
<b>Name</b>	P1D15a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: How well R understands English	125	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	895	<b>Mean</b>	427 2=Not well
<b>Minimum</b>		<b>Maximum</b>	231 3=Well
			112 4=Very well
			2295 -1/.N=Not Applic
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P1D15b		Frequency	Code and Description
<b>Label</b>	P1: How well R speaks English		187	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source	414 2=Not well
<b>Valid N</b>	895	<b>Mean</b>		190 3=Well
<b>Minimum</b>		<b>Maximum</b>		104 4=Very well
				2295 -1/.N=Not Applic
				125 SYSMIS/.

Name	P1D15c		Frequency	Code and Description
<b>Label</b>	P1: How well R reads English		229	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source	344 2=Not well
<b>Valid N</b>	895	<b>Mean</b>		221 3=Well
<b>Minimum</b>		<b>Maximum</b>		101 4=Very well
				2295 -1/.N=Not Applic
				125 SYSMIS/.

Name	P1D16a		Frequency	Code and Description
<b>Label</b>	P1: How well R reads first language		12	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source	60 2=Not well
<b>Valid N</b>	895	<b>Mean</b>		342 3=Well
<b>Minimum</b>		<b>Maximum</b>		481 4=Very well
				2295 -1/.N=Not Applic
				125 SYSMIS/.

Name	P1D16b		Frequency	Code and Description
<b>Label</b>	P1: How well R writes first language		14	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source	67 2=Not well
<b>Valid N</b>	895	<b>Mean</b>		360 3=Well
<b>Minimum</b>		<b>Maximum</b>		454 4=Very well
				2295 -1/.N=Not Applic
				125 SYSMIS/.

Name	P1D17		Frequency	Code and Description
<b>Label</b>	P1: Someone able to speak language		105	0=No
<b>Format</b>	Num	<b>Type</b>	Source	781 1=Yes
<b>Valid N</b>	886	<b>Mean</b>		2295 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		9 -8/.D=Don't know
				125 SYSMIS/.

Name	P1D18		Frequency	Code and Description
<b>Label</b>	P1: Child want to speak in language		202	0=No
<b>Format</b>	Num	<b>Type</b>	Source	330 1=Yes
<b>Valid N</b>	532	<b>Mean</b>		2634 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		22 -8/.D=Don't know
				2 -9/.M=Missing
				125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1D19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Someone in class to speak lang	35	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	324	<b>Mean</b>	289 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2836 -1/.N=Not Applic
			28 -8/.D=Don't know
			2 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1E01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: TV in Child's household	7	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3190	<b>Mean</b>	3183 1=Yes
<b>Minimum</b>		<b>Maximum</b>	125 SYSMIS/.

<b>Name</b>	P1E02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Computer in household child can use	1511	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3190	<b>Mean</b>	1679 1=Yes
<b>Minimum</b>		<b>Maximum</b>	125 SYSMIS/.

<b>Name</b>	P1E03a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child spent time watching TV	284	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3176	<b>Mean</b>	2892 1=Yes
<b>Minimum</b>		<b>Maximum</b>	7 -1/.N=Not Applic
			1 -7/.R=Refused
			1 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1E03b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child spent time watching video/DVD	980	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3174	<b>Mean</b>	2194 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -1/.N=Not Applic
			1 -7/.R=Refused
			6 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1E03c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child spent time playing outside	667	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3183	<b>Mean</b>	2516 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			1 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1E03d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Spent time reading or being read to	419	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3180	<b>Mean</b>	2761 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			4 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1E03e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child spent time playing video games	2439	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3178	<b>Mean</b>	739 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			2 -8/.D=Don't know
			9 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1E03f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Spent time playing inside with toys	52	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3184	<b>Mean</b>	3132 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1E03g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Spent time playing computer games	878	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1675	<b>Mean</b>	797 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1509 -1/.N=Not Applic
			1 -7/.R=Refused
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1E03h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Used PC for s/thing oth than games	1311	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1674	<b>Mean</b>	363 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1509 -1/.N=Not Applic
			1 -7/.R=Refused
			1 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P1E04a	Frequency	Code and Description
<b>Label</b>	P1: Time spent watching TV	677	1=More than two hours
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2891	<b>Mean</b>	1494 2=One to two hours
<b>Minimum</b>		<b>Maximum</b>	720 3=Less than one hour
			291 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

Name	P1E04b	Frequency	Code and Description
<b>Label</b>	P1: Time spent watching video/ DVD	315	1=More than two hours
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2191	<b>Mean</b>	1242 2=One to two hours
<b>Minimum</b>		<b>Maximum</b>	634 3=Less than one hour
			984 -1/.N=Not Applicable
			2 -7/.R=Refused
			8 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

Name	P1E04c	Frequency	Code and Description
<b>Label</b>	P1: Time spent playing outside	847	1=More than two hours
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2516	<b>Mean</b>	1208 2=One to two hours
<b>Minimum</b>		<b>Maximum</b>	461 3=Less than one hour
			667 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

Name	P1E04d	Frequency	Code and Description
<b>Label</b>	P1: Time spent reading or being read to	134	1=More than two hours
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2761	<b>Mean</b>	525 2=One to two hours
<b>Minimum</b>		<b>Maximum</b>	2102 3=Less than one hour
			419 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P1E04e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Time spent playing video games			57	1=More than two hours
<b>Format</b>	Num	<b>Type</b>	Source	177	2=One to two hours
<b>Valid N</b>	739	<b>Mean</b>		505	3=Less than one hour
<b>Minimum</b>		<b>Maximum</b>		2439	-1/.N=Not Applicable
				1	-7/.R=Refused
				2	-8/.D=Don't know
				9	-9/.M=Missing
				125	SYSMIS/.

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<b>Name</b>	P1E04f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Time spent playing inside with toys			1402	1=More than two hours
<b>Format</b>	Num	<b>Type</b>	Source	1304	2=One to two hours
<b>Valid N</b>	3132	<b>Mean</b>		426	3=Less than one hour
<b>Minimum</b>		<b>Maximum</b>		52	-1/.N=Not Applicable
				1	-7/.R=Refused
				5	-9/.M=Missing
				125	SYSMIS/.

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<b>Name</b>	P1E04g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Time spent playing computer games			48	1=More than two hours
<b>Format</b>	Num	<b>Type</b>	Source	192	2=One to two hours
<b>Valid N</b>	796	<b>Mean</b>		556	3=Less than one hour
<b>Minimum</b>		<b>Maximum</b>		2387	-1/.N=Not Applicable
				1	-7/.R=Refused
				1	-8/.D=Don't know
				5	-9/.M=Missing
				125	SYSMIS/.

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<b>Name</b>	P1E04h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Time spent on PC other than games			25	1=More than two hours
<b>Format</b>	Num	<b>Type</b>	Source	75	2=One to two hours
<b>Valid N</b>	363	<b>Mean</b>		263	3=Less than one hour
<b>Minimum</b>		<b>Maximum</b>		2820	-1/.N=Not Applicable
				1	-7/.R=Refused
				1	-8/.D=Don't know
				5	-9/.M=Missing
				125	SYSMIS/.

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## Codebook for Child-Level PUF, continued

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<b>Name</b>	P1E05			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child watches TV/video where sleeps			1459	0=No
<b>Format</b>	Num	<b>Type</b>	Source	1718	1=Yes
<b>Valid N</b>	3177	<b>Mean</b>		7	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				5	-9/.M=Missing
				125	SYSMIS/.

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<b>Name</b>	P1F01			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Can [child] recognize letters			272	1=all letters of the alphabet
<b>Format</b>	Num	<b>Type</b>	Source	692	2=most of them
<b>Valid N</b>	3167	<b>Mean</b>		1767	3=some of them
<b>Minimum</b>		<b>Maximum</b>		436	4=none of them
				1	-7/.R=Refused
				17	-8/.D=Don't know
				5	-9/.M=Missing
				125	SYSMIS/.

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<b>Name</b>	P1F02			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: How high child can count			76	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source	514	2=up to five
<b>Valid N</b>	3178	<b>Mean</b>		1605	3=up to ten
<b>Minimum</b>		<b>Maximum</b>		890	4=up to twenty
				69	5=up to fifty
				24	6=up to 100 or more
				1	-7/.R=Refused
				6	-8/.D=Don't know
				5	-9/.M=Missing
				125	SYSMIS/.

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<b>Name</b>	P1F03			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: How often child likes to write			49	1=never
<b>Format</b>	Num	<b>Type</b>	Source	176	2=has done it once or twice
<b>Valid N</b>	3184	<b>Mean</b>		597	3=sometimes
<b>Minimum</b>		<b>Maximum</b>		2362	4=often
				1	-7/.R=Refused
				5	-9/.M=Missing
				125	SYSMIS/.

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## Codebook for Child-Level PUF, continued

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<b>Name</b>	P1F04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child writes rather than scribbles	1447	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3130	<b>Mean</b>	1683 1=Yes
<b>Minimum</b>		<b>Maximum</b>	49 -1/.N=Not Applic
			2 -7/.R=Refused
			4 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

---

<b>Name</b>	P1F05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Does child write own first name	2181	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3125	<b>Mean</b>	944 1=Yes
<b>Minimum</b>		<b>Maximum</b>	49 -1/.N=Not Applic
			1 -7/.R=Refused
			10 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1F06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Can child identify colors	1854	1=all of them
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3181	<b>Mean</b>	1091 2=some of them
<b>Minimum</b>		<b>Maximum</b>	236 3=none of them
			1 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1F07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child is understandable to strangers	522	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3164	<b>Mean</b>	2642 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused
			19 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1F08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child spoke later than others	2413	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3153	<b>Mean</b>	740 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			31 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	P1F09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child stutters or stammers	2604	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3167	<b>Mean</b>	563 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			17 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.
<b>Name</b>	P1H01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: # dys/wk family eats dinner together	3188	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3188	<b>Mean</b>	5.53
<b>Minimum</b>	0	<b>Maximum</b>	7
			2 -8/.D=Don't know
			125 SYSMIS/.
<b>Name</b>	P1H02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Freq. child drank milk in past week	739	1=four or more times a day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3182	<b>Mean</b>	1536 2=two to three times a day
<b>Minimum</b>		<b>Maximum</b>	337 3=once a day
			382 4=almost every day
			143 5=1-3 times during past week
			45 6=Child does not drink milk
			1 -7/.R=Refused
			2 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.
<b>Name</b>	P1H03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1:Kind of milk child drank in pst 7 dys	1569	1=Whole milk
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3125	<b>Mean</b>	1277 2=2% milk
<b>Minimum</b>		<b>Maximum</b>	41 3=Skim milk
			152 4=Low fat or 1% milk
			31 5=Soy milk
			7 6=Both regular cow's milk and soy milk
			30 7=Some other kind of milk
			18 8=Lactose free milk (Lactaid)
			45 -1/.N=Not Applicable
			1 -7/.R=Refused
			14 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P1H04	Frequency	Code and Description
<b>Label</b>	P1: Freq. child drank sweet bev.,pst wk	154	1=four or more times a day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3183	<b>Mean</b>	444 2=two to three times a day
<b>Minimum</b>		<b>Maximum</b>	482 3=once a day
			207 4=almost every day
			1187 5=1 to 3 times during the past 7 days
			709 6=Child did not drink these beverages
			1 -7/.R=Refused
			1 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

Name	P1H05	Frequency	Code and Description
<b>Label</b>	P1: Freq. child ate fast food, pst wk	26	1=four or more times a day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3182	<b>Mean</b>	77 2=two to three times a day
<b>Minimum</b>		<b>Maximum</b>	144 3=once a day
			40 4=almost every day
			2127 5=1-3 times during past 7 days
			768 6=Child did not eat fast food
			1 -7/.R=Refused
			2 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

Name	P1H06	Frequency	Code and Description
<b>Label</b>	P1: Freq. child ate sweets, past week	49	1=four or more times a day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3184	<b>Mean</b>	254 2=two to three times a day
<b>Minimum</b>		<b>Maximum</b>	727 3=once a day
			343 4=almost every day
			1587 5=1-3 times during past week
			224 6=Child did not eat candy
			1 -7/.R=Refused
			5 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P1H07	Frequency	Code and Description
<b>Label</b>	P1: Freq. child ate salty snacks,pst wk	34	1=four or more times a day
<b>Format</b>	Num	187	2=two to three times a day
<b>Valid N</b>	3182	536	3=once a day
<b>Minimum</b>		279	4=almost every day
		1672	5=1 to 3 times during the past 7 days
		474	6=Child did not eat salty snack foods
		1	-7/.R=Refused
		2	-8/.D=Don't know
		5	-9/.M=Missing
		125	SYSMIS/.

Name	P1H08hr	Frequency	Code and Description
<b>Label</b>	P1: What time [child] goes to bed (hr)	3177	valid numeric value
<b>Format</b>	Num		1 -7/.R=Refused
<b>Valid N</b>	3177	8.82	7 -8/.D=Don't know
<b>Minimum</b>	6	98	5 -9/.M=Missing
			125 SYSMIS/.

Name	P1H08min	Frequency	Code and Description
<b>Label</b>	P1: What time [child] goes to bed (min)	3177	valid numeric value
<b>Format</b>	Num		1 -7/.R=Refused
<b>Valid N</b>	3177	11.20	7 -8/.D=Don't know
<b>Minimum</b>	0	98	5 -9/.M=Missing
			125 SYSMIS/.

Name	P1H08	Frequency	Code and Description
<b>Label</b>	P1: Child's regular bedtime	3168	valid numeric value
<b>Format</b>	Num		9 -1/.N=Not Applicable
<b>Valid N</b>	3168	74683.16	1 -7/.R=Refused
<b>Minimum</b>	64800	86340	7 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

Name	P1H09	Frequency	Code and Description
<b>Label</b>	P1: Time child in bed on sched in pst wk	3159	valid numeric value
<b>Format</b>	Num		9 -1/.N=Not Applicable
<b>Valid N</b>	3159	4.67	1 -7/.R=Refused
<b>Minimum</b>	0	7	16 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1H10hr	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Time child wakes up on weekdays (hr)	3179	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3179	<b>Mean</b>	6.98
<b>Minimum</b>	5	<b>Maximum</b>	98
			1 -7/.R=Refused
			5 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1H10min	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Time child wakes up on weekdays(min)	3179	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3179	<b>Mean</b>	14.13
<b>Minimum</b>	0	<b>Maximum</b>	98
			1 -7/.R=Refused
			5 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1H10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Time child wakes up on weekdays	3177	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3177	<b>Mean</b>	25775.05
<b>Minimum</b>	18000	<b>Maximum</b>	41400
			2 -1/.N=Not Applicable
			1 -7/.R=Refused
			5 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1H11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: # times child wakes up in a night	3184	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3184	<b>Mean</b>	0.32
<b>Minimum</b>	0	<b>Maximum</b>	9
			1 -7/.R=Refused
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1H12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Spanked child in past week	2035	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3176	<b>Mean</b>	1141
<b>Minimum</b>		<b>Maximum</b>	1=Yes
			3 -7/.R=Refused
			6 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1H13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Number times spanked child	1140	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1140	<b>Mean</b>	2.14
<b>Minimum</b>	1	<b>Maximum</b>	21
			2035 -1/.N=Not Applicable
			3 -7/.R=Refused
			7 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1H14			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Have used "time out"			1041	0=No
<b>Format</b>	Num	<b>Type</b>	Source	2143	1=Yes
<b>Valid N</b>	3184	<b>Mean</b>		1	-7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>		5	-9/.M=Missing
				125	SYSMIS/.
<b>Name</b>	P1H15			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Number times used "time out"			2138	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1041	-1/.N=Not Applicable
<b>Valid N</b>	2138	<b>Mean</b>	2.98	1	-7/.R=Refused
<b>Minimum</b>	1	<b>Maximum</b>	30	5	-8/.D=Don't know
				5	-9/.M=Missing
				125	SYSMIS/.
<b>Name</b>	P1J01_11			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Mom is deceased			171	0=No
<b>Format</b>	Num	<b>Type</b>	Source	10	11=Deceased
<b>Valid N</b>	181	<b>Mean</b>		3002	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		2	-7/.R=Refused
				4	-8/.D=Don't know
				1	-9/.M=Missing
				125	SYSMIS/.
<b>Name</b>	P1J01_12			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Mom did not have \$ to raise child			174	0=No
<b>Format</b>	Num	<b>Type</b>	Source	7	12=Did not have enough money to raise him/her
<b>Valid N</b>	181	<b>Mean</b>		3002	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		2	-7/.R=Refused
				4	-8/.D=Don't know
				1	-9/.M=Missing
				125	SYSMIS/.
<b>Name</b>	P1J01_13			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Mom too sick to take care of child			180	0=No
<b>Format</b>	Num	<b>Type</b>	Source	1	13=Got too sick to take care of Child
<b>Valid N</b>	181	<b>Mean</b>		3002	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		2	-7/.R=Refused
				4	-8/.D=Don't know
				1	-9/.M=Missing
				125	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1J01_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Mom had drinking problem	174	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	181	<b>Mean</b>	7 14=Drinking problem and could not take care of Child
<b>Minimum</b>		<b>Maximum</b>	3002 -1/.N=Not Applicable
			2 -7/.R=Refused
			4 -8/.D=Don't know
			1 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1J01_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Mom had drug problem	145	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	181	<b>Mean</b>	36 15=Drug problem and could not take care of Child
<b>Minimum</b>		<b>Maximum</b>	3002 -1/.N=Not Applicable
			2 -7/.R=Refused
			4 -8/.D=Don't know
			1 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1J01_16	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Mom had mental/ emotional problem	173	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	181	<b>Mean</b>	8 16=Mental/emotional problem, could not take care of Child
<b>Minimum</b>		<b>Maximum</b>	3002 -1/.N=Not Applicable
			2 -7/.R=Refused
			4 -8/.D=Don't know
			1 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1J01_17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Mom in trouble w/ the law, in jail	161	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	181	<b>Mean</b>	20 17=In trouble with the law or had to go to jail
<b>Minimum</b>		<b>Maximum</b>	3002 -1/.N=Not Applicable
			2 -7/.R=Refused
			4 -8/.D=Don't know
			1 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1J01_18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child abused/ neglected with Mom	163	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	181	<b>Mean</b>	18 18=Child was neglected/abused while living with mother
<b>Minimum</b>		<b>Maximum</b>	3002 -1/.N=Not Applicable
			2 -7/.R=Refused
			4 -8/.D=Don't know
			1 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1J01_19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child Welfare Office said couldn't	171	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	181	<b>Mean</b>	10 19=Child Welfare Office said child couldn't live w/mother
<b>Minimum</b>		<b>Maximum</b>	3002 -1/.N=Not Applicable
			2 -7/.R=Refused
			4 -8/.D=Don't know
			1 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1J01_20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: No explanation given	167	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	181	<b>Mean</b>	14 20=No explanation given
<b>Minimum</b>		<b>Maximum</b>	3002 -1/.N=Not Applicable
			2 -7/.R=Refused
			4 -8/.D=Don't know
			1 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1J01_21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Something else (specify)	124	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	181	<b>Mean</b>	57 21=Something else
<b>Minimum</b>		<b>Maximum</b>	3002 -1/.N=Not Applicable
			2 -7/.R=Refused
			4 -8/.D=Don't know
			1 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1J01_22	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Divorced/separated	170	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	181	<b>Mean</b>	11 22=Divorced/separated
<b>Minimum</b>		<b>Maximum</b>	3002 -1/.N=Not Applicable
			2 -7/.R=Refused
			4 -8/.D=Don't know
			1 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1J02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Mom ever in same household w/ child	17	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	177	<b>Mean</b>	160 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3012 -1/.N=Not Applic
			1 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1J03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Mother lives same city as child	74	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	174	<b>Mean</b>	100 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3012 -1/.N=Not Applic
			3 -8/.D=Don't know
			1 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1J04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Number days child has seen mother	173	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	173	<b>Mean</b>	83.31
<b>Minimum</b>	0	<b>Maximum</b>	365
			3012 -1/.N=Not Applicable
			4 -8/.D=Don't know
			1 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1J05num	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: How long since child had contact	169	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	169	<b>Mean</b>	2.76
<b>Minimum</b>	1	<b>Maximum</b>	18
			3017 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1J05code	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Unit code for last contact w/ mom	5	0=Never had contact
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	174	<b>Mean</b>	76 1=Days ago
<b>Minimum</b>		<b>Maximum</b>	38 2=Weeks ago
			34 3=Months ago
			21 4=Years ago
			3012 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1J06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Any child support from mother	163	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	177	<b>Mean</b>	14 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3012 -1/.N=Not Applic
			1 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1J07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Received other support from mom	158	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	177	<b>Mean</b>	19 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3012 -1/.N=Not Applic
			1 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1J07a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Any other mother-figure to child	45	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	177	<b>Mean</b>	132 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3002 -1/.N=Not Applic
			11 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1J07b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Relat of mother-figure to child	80	1=You
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	131	<b>Mean</b>	15 2=your spouse or partner
<b>Minimum</b>		<b>Maximum</b>	34 3=a relative of Child
			2 4=a friend of the family
			3047 -1/.N=Not Applicable
			1 -8/.D=Don't know
			11 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1J07c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Mother-figure in same household	23	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	36	<b>Mean</b>	13 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3142 -1/.N=Not Applic
			1 -8/.D=Don't know
			11 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	PnJ08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Mother's year of birth (P1 or updated)	3177	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3177	<b>Mean</b>	1977.19
<b>Minimum</b>	1965	<b>Maximum</b>	1986
			5 -7/.R=Refused
			83 -8/.D=Don't know
			1 -9/.M=Missing
			49 SYSMIS/.

<b>Name</b>	PnJ09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Age mom gave birth first time (P1 or updated)	3191	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3191	<b>Mean</b>	5 -7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>	69 -8/.D=Don't know
			1 -9/.M=Missing
			49 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	PnJ10			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Spanish, Hispanic, Latino origin (P1 or updated)			2090	0=No
<b>Format</b>	Num	<b>Type</b>	Source	1167	1=Yes
<b>Valid N</b>	3257	<b>Mean</b>			9 -8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>			49 SYSMIS/.
<b>Name</b>	PnJ11			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Which one best describes you/her (P1 or updated)			861	1=Mexican, Mexican American, Chicano
<b>Format</b>	Num	<b>Type</b>	Source	64	2=Puerto Rican
<b>Valid N</b>	1161	<b>Mean</b>		236	4=Some other Spanish/Hispanic/Latino group
<b>Minimum</b>		<b>Maximum</b>		2090	-1/.N=Not Applicable
					1 -7/.R=Refused
					14 -8/.D=Don't know
					49 SYSMIS/.
<b>Name</b>	PnJ12_11			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Mother White (P1 or updated)			2064	0=No
<b>Format</b>	Num	<b>Type</b>	Source	1178	11=White
<b>Valid N</b>	3242	<b>Mean</b>			2 -7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>			22 -8/.D=Don't know
					49 SYSMIS/.
<b>Name</b>	PnJ12_12			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Mother Black or African American (P1 or updated)			2137	0=No
<b>Format</b>	Num	<b>Type</b>	Source	1105	12=Black or African American
<b>Valid N</b>	3242	<b>Mean</b>			2 -7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>			22 -8/.D=Don't know
					49 SYSMIS/.
<b>Name</b>	PnJ12_13			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Mother American Indian/Alaska Native(P1/updated)			3132	0=No
<b>Format</b>	Num	<b>Type</b>	Source	110	13=American Indian or Alaska Native
<b>Valid N</b>	3242	<b>Mean</b>			2 -7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>			22 -8/.D=Don't know
					49 SYSMIS/.
<b>Name</b>	PnJ12_20			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Mother Asian (P1 or updated)			3165	0=No
<b>Format</b>	Num	<b>Type</b>	Source	77	20=Asian
<b>Valid N</b>	3242	<b>Mean</b>			2 -7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>			22 -8/.D=Don't know
					49 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	PnJ12_24		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Mother NativeHawaiian/PacificIslander(P1/updatd)		3232	0=No
<b>Format</b>	Num	<b>Type</b>	Source	10 24=Native Hawaiian or other Pacific Islander
<b>Valid N</b>	3242	<b>Mean</b>		2 -7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>		22 -8/.D=Don't know
				49 SYSMIS/.

<b>Name</b>	PnJ12_25		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Mother Another race (P1 or updated)		2386	0=No
<b>Format</b>	Num	<b>Type</b>	Source	854 25=Another race
<b>Valid N</b>	3240	<b>Mean</b>		2 -7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>		24 -8/.D=Don't know
				49 SYSMIS/.

<b>Name</b>	PnJ13		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: In what country mother born (P1 or updated)		2265	059=United States
<b>Format</b>	Num	<b>Type</b>	Source	600 303=Mexico
<b>Valid N</b>	3263	<b>Mean</b>		398 600=Other
<b>Minimum</b>		<b>Maximum</b>		3 -8/.D=Don't know
				49 SYSMIS/.

<b>Name</b>	PnJ14		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Number of years mother lived in USA (P1/updated)		1014	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	2242 -1/.N=Not Applicable
<b>Valid N</b>	1014	<b>Mean</b>	10.12	10 -8/.D=Don't know
<b>Minimum</b>	0	<b>Maximum</b>	35	49 SYSMIS/.

<b>Name</b>	P1J15		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Marital status of Childs bio mom/dad		18	1=married
<b>Format</b>	Num	<b>Type</b>	Source	14 2=divorced
<b>Valid N</b>	176	<b>Mean</b>		15 3=separated
<b>Minimum</b>		<b>Maximum</b>		129 4=not married
				3009 -1/.N=Not Applic
				4 -8/.D=Don't know
				1 -9/.M=Missing
				125 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P1J16	Frequency	Code and Description
<b>Label</b>	P1: Relationship of Child's bio mom/dad	14	1=they are romantically involved on a steady basis
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	151	<b>Mean</b>	16 2=involved in an on-again / off-again relationship
<b>Minimum</b>		<b>Maximum</b>	12 3=they are just friends
			109 4=they are not in any kind of relationship
			3027 -1/.N=Not Applicable
			11 -8/.D=Don't know
			1 -9/.M=Missing
			125 SYSMIS/.

Name	P1J17	Frequency	Code and Description
<b>Label</b>	P1: Mother work for pay in past week	1464	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3001	<b>Mean</b>	1519 1=Yes
<b>Minimum</b>		<b>Maximum</b>	6 2=Retired
			12 3=Disabled/unable to work
			188 -1/.N=Not Applicable
			1 -9/.M=Missing
			125 SYSMIS/.

Name	P1J18	Frequency	Code and Description
<b>Label</b>	P1: Mother on leave/ vacation in past wk	1421	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1464	<b>Mean</b>	43 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1725 -1/.N=Not Applic
			1 -9/.M=Missing
			125 SYSMIS/.

Name	P1J19	Frequency	Code and Description
<b>Label</b>	P1: Mother looked for work in past 4 wks	1014	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1463	<b>Mean</b>	449 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1725 -1/.N=Not Applic
			1 -7/.R=Refused
			1 -9/.M=Missing
			125 SYSMIS/.

Name	P1J20	Frequency	Code and Description
<b>Label</b>	P1: Mother worked for pay in pst 12 mths	1002	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1463	<b>Mean</b>	461 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1725 -1/.N=Not Applic
			1 -7/.R=Refused
			1 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	Label	Format	Type	Source	Frequency	Code and Description
P1J21	P1: Total hours/ week mother works	Num			1973	valid numeric value
					1208	-1/.N=Not Applicable
					1	-7/.R=Refused
					7	-8/.D=Don't know
					1	-9/.M=Missing
					125	SYSMIS/.
P1J23	P1: Mother occupation	Num			19	1=Executive, administrative, and managerial occupations
					8	4=Social scientists, social workers, religious workers and lawyers
					71	5=Teachers
					2	6=Health diagnosing and treating practitioners
					61	7=Registered nurses, pharmacists, dietitians, therapists and physician's assistants
					9	8=Writers, artists, entertainers and athletes
					174	9=Health technologists and technicians
					13	10=Technologists and technicians, except health
					49	11=Marketing and sales occupations
					329	12=Administrative support occupation,including clerical
					964	13=Service occupations
					8	14=Agricultural, forestry, and fishing occupations
					3	15=Mechanics and repairers
					3	16=Construction and extractive occupations
					118	17=Precision production occupations
					33	18=Transportation and materials moving occupations
					85	19=Handlers, equipment cleaners, helpers and laborers
					8	20=Miscellaneous occupations
					1208	-1/.N=Not Applicable
					9	-7/.R=Refused
					13	-8/.D=Don't know
					3	-9/.M=Missing
					125	SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	PnJ24		Frequency	Code and Description
<b>Label</b>	Pn: Grade of school mom completed (P1 or updated)		322	1=Up to 8th grade
<b>Format</b>	Num	<b>Type</b>	628	2=9th to 11th grade
<b>Valid N</b>	3063	<b>Mean</b>	200	3=12th grade but no diploma
<b>Minimum</b>		<b>Maximum</b>	922	4=High school diploma/equivalent
			61	5=Voc/tech post-HS, no voc/tech diploma
			91	6=Voc/tech diploma after high school
			513	7=Some college but no degree
			132	8=Associate's degree
			120	9=Bachelor's degree
			26	10=Graduate/professional schl, no degree
			24	11=Master's degree (MA, MS)
			21	12=Doctorate degree (PhD, EDD)
			3	13=Professional degree(MD,DDS,JD,LLB,etc)
			192	-1/.N=Not Applicable
			1	-7/.R=Refused
			6	-8/.D=Don't know
			4	-9/.M=Missing
			49	SYSMIS/.

Name	PnJ25		Frequency	Code and Description
<b>Label</b>	Pn: Mom has HS diploma (not just GED)(P1 or updated)		239	0=GED
<b>Format</b>	Num	<b>Type</b>	1340	1=High school diploma
<b>Valid N</b>	1579	<b>Mean</b>	1668	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	3	-7/.R=Refused
			12	-8/.D=Don't know
			4	-9/.M=Missing
			49	SYSMIS/.

Name	P1J26		Frequency	Code and Description
<b>Label</b>	P1: Mother taken programs or courses		2391	0=No
<b>Format</b>	Num	<b>Type</b>	608	1=Yes
<b>Valid N</b>	2999	<b>Mean</b>	188	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1	-7/.R=Refused
			1	-8/.D=Don't know
			1	-9/.M=Missing
			125	SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P1J27	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Mother taking full/part-time courses	262	1=Full time
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	605	<b>Mean</b>	343 2=Part time
<b>Minimum</b>		<b>Maximum</b>	2579 -1/.N=Not Applic
			1 -7/.R=Refused
			4 -8/.D=Don't know
			1 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1J28	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Mother currently in job training	2831	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2994	<b>Mean</b>	163 1=Yes
<b>Minimum</b>		<b>Maximum</b>	188 -1/.N=Not Applic
			1 -7/.R=Refused
			6 -8/.D=Don't know
			1 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1J31	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Did HS help mother locate courses	522	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	605	<b>Mean</b>	83 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2579 -1/.N=Not Applic
			1 -7/.R=Refused
			4 -8/.D=Don't know
			1 -9/.M=Missing
			125 SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	P1J32	Frequency	Code and Description
<b>Label</b>	P1: Reason mom prevented taking courses	16	1=Admission requirement/ qualification
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2272	<b>Mean</b>	1 2=Too old to take any courses
<b>Minimum</b>		<b>Maximum</b>	85 3=Health problem/disability
			27 4=Don't like learning
			24 5=Lack of confidence / language barrier
			48 6=No information about offering
			520 7=Lack of child care
			934 8=Time constraints (home or work)
			168 9=Cost
			60 10=Inconvenient location/transportation not available
			75 11=Did not need more
			156 12=Other
			40 13=Did not want to/no interest
			118 14=Child related reasons (pregnant/at home w/child)
			884 -1/.N=Not Applicable
			4 -7/.R=Refused
			29 -8/.D=Don't know
			1 -9/.M=Missing
			125 SYSMIS/.

Name	P1K01_11	Frequency	Code and Description
<b>Label</b>	P1: Father is deceased	1566	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1612	<b>Mean</b>	46 11=Deceased
<b>Minimum</b>		<b>Maximum</b>	1528 -1/.N=Not Applicable
			33 -7/.R=Refused
			15 -8/.D=Don't know
			2 -9/.M=Missing
			125 SYSMIS/.

Name	P1K01_12	Frequency	Code and Description
<b>Label</b>	P1: Father not have \$ to raise child	1596	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1612	<b>Mean</b>	16 12=Did not have enough money to raise him/her
<b>Minimum</b>		<b>Maximum</b>	1528 -1/.N=Not Applicable
			33 -7/.R=Refused
			15 -8/.D=Don't know
			2 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1K01_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1:Father too sick to take care of child	1607	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1612	<b>Mean</b>	5 13=Got too sick to take care of Child
<b>Minimum</b>		<b>Maximum</b>	1528 -1/.N=Not Applicable
			33 -7/.R=Refused
			15 -8/.D=Don't know
			2 -9/.M=Missing
			125 SYSMIS/.
<b>Name</b>	P1K01_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Father had drinking problem	1579	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1612	<b>Mean</b>	33 14=Drinking problem and could not take care of Child
<b>Minimum</b>		<b>Maximum</b>	1528 -1/.N=Not Applicable
			33 -7/.R=Refused
			15 -8/.D=Don't know
			2 -9/.M=Missing
			125 SYSMIS/.
<b>Name</b>	P1K01_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Father had drug problem	1555	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1612	<b>Mean</b>	57 15=Drug problem and could not take care of Child
<b>Minimum</b>		<b>Maximum</b>	1528 -1/.N=Not Applicable
			33 -7/.R=Refused
			15 -8/.D=Don't know
			2 -9/.M=Missing
			125 SYSMIS/.
<b>Name</b>	P1K01_16	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Father had mental/ emotional problem	1596	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1612	<b>Mean</b>	16 16=Mental/emotional problem, could not take care of Child
<b>Minimum</b>		<b>Maximum</b>	1528 -1/.N=Not Applicable
			33 -7/.R=Refused
			15 -8/.D=Don't know
			2 -9/.M=Missing
			125 SYSMIS/.
<b>Name</b>	P1K01_17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1:Father in trouble w/ the law, in jail	1434	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1612	<b>Mean</b>	178 17=In trouble with the law or had to go to jail
<b>Minimum</b>		<b>Maximum</b>	1528 -1/.N=Not Applicable
			33 -7/.R=Refused
			15 -8/.D=Don't know
			2 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1K01_18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child abused/ neglected with Father	1585	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1612	<b>Mean</b>	27 18=Child was neglected/abused while living with father
<b>Minimum</b>		<b>Maximum</b>	1528 -1/.N=Not Applicable
			33 -7/.R=Refused
			15 -8/.D=Don't know
			2 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1K01_19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child Welfare Office said couldn't	1607	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1612	<b>Mean</b>	5 19=Child Welfare Office said child couldn't live w/father
<b>Minimum</b>		<b>Maximum</b>	1528 -1/.N=Not Applicable
			33 -7/.R=Refused
			15 -8/.D=Don't know
			2 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1K01_20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: No explanation given	1437	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1612	<b>Mean</b>	175 20=No explanation given
<b>Minimum</b>		<b>Maximum</b>	1528 -1/.N=Not Applicable
			33 -7/.R=Refused
			15 -8/.D=Don't know
			2 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1K01_21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Something else (specify)	1158	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1607	<b>Mean</b>	449 21=Something else
<b>Minimum</b>		<b>Maximum</b>	1528 -1/.N=Not Applicable
			34 -7/.R=Refused
			19 -8/.D=Don't know
			2 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1K01_22	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Divorced/separated	1040	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1612	<b>Mean</b>	572 22=Divorced/separated
<b>Minimum</b>		<b>Maximum</b>	1528 -1/.N=Not Applicable
			33 -7/.R=Refused
			15 -8/.D=Don't know
			2 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P1K01_23	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Father left/did not want child	1526	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1612	<b>Mean</b>	86 23=Father left/did not want child
<b>Minimum</b>		<b>Maximum</b>	1528 -1/.N=Not Applicable
			33 -7/.R=Refused
			15 -8/.D=Don't know
			2 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1K02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Father ever same household w/ child	626	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1601	<b>Mean</b>	975 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1574 -1/.N=Not Applic
			8 -7/.R=Refused
			5 -8/.D=Don't know
			2 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1K03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Father lives in same city as child	667	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1560	<b>Mean</b>	893 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1574 -1/.N=Not Applic
			7 -7/.R=Refused
			47 -8/.D=Don't know
			2 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1K04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Number days child has seen father	1564	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1564	<b>Mean</b>	1574 -1/.N=Not Applicable
<b>Minimum</b>	0	<b>Maximum</b>	102.87
			10 -7/.R=Refused
			40 -8/.D=Don't know
			2 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1K05num	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: How long since child contact w/ dad	1406	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1406	<b>Mean</b>	1743 -1/.N=Not Applicable
<b>Minimum</b>	1	<b>Maximum</b>	2.65
			11 -7/.R=Refused
			28 -8/.D=Don't know
			2 -9/.M=Missing
			125 SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	P1K05code	Frequency	Code and Description
<b>Label</b>	P1: Unit code for last contact w/ father	169	0=Never had contact
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1572	<b>Mean</b>	724 1=Days ago
<b>Minimum</b>		<b>Maximum</b>	195 2=Weeks ago
			285 3=Months ago
			199 4=Years ago
			1574 -1/.N=Not Applicable
			11 -7/.R=Refused
			31 -8/.D=Don't know
			2 -9/.M=Missing
			125 SYSMIS/.

Name	P1K06	Frequency	Code and Description
<b>Label</b>	P1: Any child support from father	1096	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1604	<b>Mean</b>	508 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1574 -1/.N=Not Applic
			7 -7/.R=Refused
			3 -8/.D=Don't know
			2 -9/.M=Missing
			125 SYSMIS/.

Name	P1K07	Frequency	Code and Description
<b>Label</b>	P1: Any other support from father	1204	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1605	<b>Mean</b>	401 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1574 -1/.N=Not Applic
			7 -7/.R=Refused
			2 -8/.D=Don't know
			2 -9/.M=Missing
			125 SYSMIS/.

Name	P1K07a	Frequency	Code and Description
<b>Label</b>	P1: Anyone like father to child	829	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1609	<b>Mean</b>	780 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1528 -1/.N=Not Applic
			2 -7/.R=Refused
			3 -8/.D=Don't know
			48 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1K07b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Relat of father-figure to child			12	1=You
<b>Format</b>	Num	<b>Type</b>	Source	419	2=your spouse or partner
<b>Valid N</b>	779	<b>Mean</b>		273	3=a relative of Child
<b>Minimum</b>		<b>Maximum</b>		75	4=a friend of the family
				2357	-1/.N=Not Applicable
				3	-7/.R=Refused
				3	-8/.D=Don't know
				48	-9/.M=Missing
				125	SYSMIS/.
<b>Name</b>	P1K07c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Father-figure in same household			243	0=No
<b>Format</b>	Num	<b>Type</b>	Source	105	1=Yes
<b>Valid N</b>	348	<b>Mean</b>		2788	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		3	-7/.R=Refused
				3	-8/.D=Don't know
				48	-9/.M=Missing
				125	SYSMIS/.
<b>Name</b>	PnK08			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Father's year of birth (P1 or updated)			2811	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	30	-7/.R=Refused
<b>Valid N</b>	2811	<b>Mean</b>	1974.23	320	-8/.D=Don't know
<b>Minimum</b>	1960	<b>Maximum</b>	1986	105	-9/.M=Missing
				49	SYSMIS/.
<b>Name</b>	PnK10			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Spanish, Hispanic, Latino origin (P1 or updated)			2092	0=No
<b>Format</b>	Num	<b>Type</b>	Source	1144	1=Yes
<b>Valid N</b>	3236	<b>Mean</b>		10	-7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>		20	-8/.D=Don't know
				49	SYSMIS/.
<b>Name</b>	PnK11			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Which one best describes you/him (P1 or updated)			863	1=Mexican, Mexican American, Chicano
<b>Format</b>	Num	<b>Type</b>	Source	55	2=Puerto Rican
<b>Valid N</b>	1142	<b>Mean</b>		224	4=Some other Spanish/Hispanic/Latino group
<b>Minimum</b>		<b>Maximum</b>		2092	-1/.N=Not Applicable
				10	-7/.R=Refused
				22	-8/.D=Don't know
				49	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	PnK12_11		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Father White	(P1 or updated)	2150	0=No
<b>Format</b>	Num	<b>Type</b>	1069	11=White
<b>Valid N</b>	3219	<b>Mean</b>	12	-7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>	35	-8/.D=Don't know
			49	SYSMIS/.
<b>Name</b>	PnK12_12		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Father Black or African American (P1 or updated)		2017	0=No
<b>Format</b>	Num	<b>Type</b>	1202	12=Black or African American
<b>Valid N</b>	3219	<b>Mean</b>	12	-7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>	35	-8/.D=Don't know
			49	SYSMIS/.
<b>Name</b>	PnK12_13		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Father American Indian/Alaska Native(P1/updated)		3145	0=No
<b>Format</b>	Num	<b>Type</b>	73	13=American Indian or Alaska Native
<b>Valid N</b>	3218	<b>Mean</b>	12	-7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>	36	-8/.D=Don't know
			49	SYSMIS/.
<b>Name</b>	PnK12_20		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Father Asian	(P1 or updated)	3142	0=No
<b>Format</b>	Num	<b>Type</b>	77	20=Asian
<b>Valid N</b>	3219	<b>Mean</b>	12	-7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>	35	-8/.D=Don't know
			49	SYSMIS/.
<b>Name</b>	PnK12_24		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Father NativeHawaiian/PacificIslander(P1/updatd)		3206	0=No
<b>Format</b>	Num	<b>Type</b>	13	24=Native Hawaiian or other Pacific Islander
<b>Valid N</b>	3219	<b>Mean</b>	12	-7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>	35	-8/.D=Don't know
			49	SYSMIS/.
<b>Name</b>	PnK12_25		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Father Another race	(P1 or updated)	2363	0=No
<b>Format</b>	Num	<b>Type</b>	855	25=Another race
<b>Valid N</b>	3218	<b>Mean</b>	12	-7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>	36	-8/.D=Don't know
			49	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	PnK13			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: In what country father born (P1 or updated)			2177	059=United States
<b>Format</b>	Num	<b>Type</b>	Source	651	303=Mexico
<b>Valid N</b>	3230	<b>Mean</b>		402	600=Other
<b>Minimum</b>		<b>Maximum</b>		10	-7/.R=Refused
				26	-8/.D=Don't know
				49	SYSMIS/.
<b>Name</b>	PnK14			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Number of years father lived in USA (P1/updated)			1006	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	2164	-1/.N=Not Applicable
<b>Valid N</b>	1006	<b>Mean</b>	11.88	11	-7/.R=Refused
<b>Minimum</b>	0	<b>Maximum</b>	50	85	-8/.D=Don't know
				49	SYSMIS/.
<b>Name</b>	P1K17			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Father worked for pay in past week			209	0=No
<b>Format</b>	Num	<b>Type</b>	Source	1274	1=Yes
<b>Valid N</b>	1516	<b>Mean</b>		6	2=Retired
<b>Minimum</b>		<b>Maximum</b>		27	3=Disabled/unable to work
				1662	-1/.N=Not Applicable
				7	-8/.D=Don't know
				5	-9/.M=Missing
				125	SYSMIS/.
<b>Name</b>	P1K18			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Father on leave/ vacation in past wk			192	0=No
<b>Format</b>	Num	<b>Type</b>	Source	17	1=Yes
<b>Valid N</b>	209	<b>Mean</b>		2969	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		7	-8/.D=Don't know
				5	-9/.M=Missing
				125	SYSMIS/.
<b>Name</b>	P1K19			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Father looked for work in past 4 wks			92	0=No
<b>Format</b>	Num	<b>Type</b>	Source	117	1=Yes
<b>Valid N</b>	209	<b>Mean</b>		2969	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		7	-8/.D=Don't know
				5	-9/.M=Missing
				125	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1K20			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Father worked for pay in pst 12 mths			92	0=No
<b>Format</b>	Num	<b>Type</b>	Source	116	1=Yes
<b>Valid N</b>	208	<b>Mean</b>		2969	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		8	-8/.D=Don't know
				5	-9/.M=Missing
				125	SYSMIS/.
<hr/>					
<b>Name</b>	P1K21			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Total hours/ week father works			1368	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1787	-1/.N=Not Applicable
<b>Valid N</b>	1368	<b>Mean</b>	41.00	30	-8/.D=Don't know
<b>Minimum</b>	1	<b>Maximum</b>	99	5	-9/.M=Missing
				125	SYSMIS/.
<hr/>					
<b>Name</b>	P1K23			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Father occupation			10	1=Executive, administrative, and managerial occupations
<b>Format</b>	Num	<b>Type</b>	Source	4	2=Engineers, surveyors, and architects
<b>Valid N</b>	1355	<b>Mean</b>		4	4=Social scientists, social workers, religious workers and lawyers
<b>Minimum</b>		<b>Maximum</b>		12	5=Teachers
				2	7=Registered nurses, pharmacists, dietitians, therapists and physician's assistants
				4	8=Writers, artists, entertainers and athletes
				16	9=Health technologists and technicians
				29	10=Technologists and technicians, except health
				22	11=Marketing and sales occupations
				56	12=Administrative support occupation,including clerical
				360	13=Service occupations
				23	14=Agricultural, forestry, and fishing occupations
				70	15=Mechanics and repairers
				249	16=Construction and extractive occupations
				118	17=Precision production occupations
				154	18=Transportation and materials moving occupations
				207	19=Handlers, equipment cleaners, helpers and laborers
				15	20=Miscellaneous occupations
				1787	-1/.N=Not Applicable
				4	-7/.R=Refused
				39	-8/.D=Don't know
				5	-9/.M=Missing
				125	SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	PnK24	Frequency	Code and Description
<b>Label</b>	Pn: Grade of school dad completed (P1 or updated)	259	1=Up to 8th grade
<b>Format</b>	Num	328	2=9th to 11th grade
<b>Valid N</b>	1514	111	3=12th grade but no diploma
<b>Minimum</b>		446	4=High school diploma/equivalent
		14	5=Voc/tech post-HS, no voc/tech diploma
		35	6=Voc/tech diploma after high school
		158	7=Some college but no degree
		43	8=Associate's degree
		77	9=Bachelor's degree
		10	10=Graduate/professional schl, no degree
		14	11=Master's degree (MA, MS)
		16	12=Doctorate degree (PhD, EDD)
		3	13=Professional degree(MD,DDS,JD,LLB,etc)
		1701	-1/.N=Not Applicable
		2	-7/.R=Refused
		40	-8/.D=Don't know
		9	-9/.M=Missing
		49	SYSMIS/.

Name	PnK25	Frequency	Code and Description
<b>Label</b>	Pn: Father has HS diploma (not just GED)(P1/updated)	93	0=GED
<b>Format</b>	Num	554	1=High school diploma
<b>Valid N</b>	647	2562	-1/.N=Not Applicable
<b>Minimum</b>		2	-7/.R=Refused
		46	-8/.D=Don't know
		9	-9/.M=Missing
		49	SYSMIS/.

Name	P1K26	Frequency	Code and Description
<b>Label</b>	P1: Father taken programs or courses	1390	0=No
<b>Format</b>	Num	126	1=Yes
<b>Valid N</b>	1516	1662	-1/.N=Not Applic
<b>Minimum</b>		7	-8/.D=Don't know
		5	-9/.M=Missing
		125	SYSMIS/.

Name	P1K27	Frequency	Code and Description
<b>Label</b>	P1:Father taking full/part-time courses	41	1=Full time
<b>Format</b>	Num	85	2=Part time
<b>Valid N</b>	126	3052	-1/.N=Not Applic
<b>Minimum</b>		7	-8/.D=Don't know
		5	-9/.M=Missing
		125	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1K28	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Father currently in job training	1442	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1509	<b>Mean</b>	67 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1662 -1/.N=Not Applic
			14 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.
<b>Name</b>	P1K31	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Did HS help father locate courses	117	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	9 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3052 -1/.N=Not Applic
			7 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.
<b>Name</b>	P1K32	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Reason dad prevented taking courses	9	1=Admission requirement/ qualification
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1279	<b>Mean</b>	5 2=Too old to take any courses
<b>Minimum</b>		<b>Maximum</b>	60 3=Health problem/disability
			30 4=Don't like learning
			14 5=Lack of confidence / language barrier
			27 6=No information about offering
			25 7=Lack of child care
			810 8=Time constraints (home or work)
			91 9=Cost
			14 10=Inconvenient location/transportation not available
			88 11=Did not need more
			73 12=Other
			26 13=Did not want to/no interest
			7 14=Child related reasons (pregnant/at home w/child)
			1828 -1/.N=Not Applicable
			1 -7/.R=Refused
			77 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.
<b>Name</b>	P1L10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: R Spanish, Hispanic, Latino origin	141	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	174	<b>Mean</b>	33 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3016 -1/.N=Not Applic
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1L11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Descr of R's Hispanic origin	30	1=Mexican, Mexican American, Chicano
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	33	<b>Mean</b>	2 2=Puerto Rican
<b>Minimum</b>		<b>Maximum</b>	1 4=Some other Spanish/Hispanic/Latino group
			3157 -1/.N=Not Applicable
			125 SYSMIS/.

<b>Name</b>	P1L12_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Respondent White	104	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	173	<b>Mean</b>	69 11=White
<b>Minimum</b>		<b>Maximum</b>	3016 -1/.N=Not Applicable
			1 -8/.D=Don't know
			125 SYSMIS/.

<b>Name</b>	P1L12_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Resp. Black or African American	101	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	173	<b>Mean</b>	72 12=Black or African American
<b>Minimum</b>		<b>Maximum</b>	3016 -1/.N=Not Applicable
			1 -8/.D=Don't know
			125 SYSMIS/.

<b>Name</b>	P1L12_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Resp. American Indian/Alaska Native	166	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	173	<b>Mean</b>	7 13=American Indian or Alaska Native
<b>Minimum</b>		<b>Maximum</b>	3016 -1/.N=Not Applicable
			1 -8/.D=Don't know
			125 SYSMIS/.

<b>Name</b>	P1L12_20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Respondent Asian	172	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	173	<b>Mean</b>	1 20=Asian
<b>Minimum</b>		<b>Maximum</b>	3016 -1/.N=Not Applicable
			1 -8/.D=Don't know
			125 SYSMIS/.

<b>Name</b>	P1L12_24	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Respondent Native Hawaiian/Pacific Islander	172	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	173	<b>Mean</b>	1 24=Native Hawaiian or other Pacific Islander
<b>Minimum</b>		<b>Maximum</b>	3016 -1/.N=Not Applicable
			1 -8/.D=Don't know
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1L12_25	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Respondent Another race	147	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	173	<b>Mean</b>	26 25=Another race
<b>Minimum</b>		<b>Maximum</b>	3016 -1/.N=Not Applicable
			1 -8/.D=Don't know
			125 SYSMIS/.
<b>Name</b>	P1L13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Country Respondent was born in	155	059=United States
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	174	<b>Mean</b>	15 303=Mexico
<b>Minimum</b>		<b>Maximum</b>	4 600=Other
			3016 -1/.N=Not Applicable
			125 SYSMIS/.
<b>Name</b>	P1L14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Number of years Resp. lived in US	21	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	21	<b>Mean</b>	19.62
<b>Minimum</b>	3	<b>Maximum</b>	35
			3169 -1/.N=Not Applicable
			125 SYSMIS/.
<b>Name</b>	P1L17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Resp. worked for pay in past week	80	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	174	<b>Mean</b>	76 1=Yes
<b>Minimum</b>		<b>Maximum</b>	11 2=Retired
			7 3=Disabled/unable to work
			3016 -1/.N=Not Applicable
			125 SYSMIS/.
<b>Name</b>	P1L18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Resp. on leave/ vacation in past wk	77	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	80	<b>Mean</b>	3 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3110 -1/.N=Not Applic
			125 SYSMIS/.
<b>Name</b>	P1L19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Resp. looked for work in past 4 wks	64	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	80	<b>Mean</b>	16 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3110 -1/.N=Not Applic
			125 SYSMIS/.
<b>Name</b>	P1L20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Resp. worked for pay in pst 12 mths	60	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	80	<b>Mean</b>	20 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3110 -1/.N=Not Applic
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1L21			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Total hours/ week Resp. works			94	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	3094	-1/.N=Not Applicable
<b>Valid N</b>	94	<b>Mean</b>	35.87	2	-8/.D=Don't know
<b>Minimum</b>	6	<b>Maximum</b>	72	125	SYSMIS/.
<b>Name</b>	P1L23			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Resp. occupation			2	1=Executive, administrative, and managerial occupations
<b>Format</b>	Num	<b>Type</b>	Source	2	4=Social scientists, social workers, religious workers and lawyers
<b>Valid N</b>	95	<b>Mean</b>		4	5=Teachers
<b>Minimum</b>		<b>Maximum</b>		4	7=Registered nurses, pharmacists, dietitians, therapists and physician's assistants
				3	8=Writers, artists, entertainers and athletes
				10	9=Health technologists and technicians
				1	11=Marketing and sales occupations
				10	12=Administrative support occupation,including clerical
				50	13=Service occupations
				4	17=Precision production occupations
				2	18=Transportation and materials moving occupations
				3	19=Handlers, equipment cleaners, helpers and laborers
				3094	-1/.N=Not Applicable
				1	-8/.D=Don't know
				125	SYSMIS/.
<b>Name</b>	P1L24			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Grade of school Resp. completed			14	1=Up to 8th grade
<b>Format</b>	Num	<b>Type</b>	Source	32	2=9th to 11th grade
<b>Valid N</b>	174	<b>Mean</b>		15	3=12th grade but no diploma
<b>Minimum</b>		<b>Maximum</b>		48	4=High school diploma/equivalent
				3	5=Voc/tech post-HS, no voc/tech diploma
				7	6=Voc/tech diploma after high school
				30	7=Some college but no degree
				9	8=Associate's degree
				5	9=Bachelor's degree
				4	10=Graduate/professional schl, no degree
				5	11=Master's degree (MA, MS)
				2	12=Doctorate degree (PhD, EDD)
				3016	-1/.N=Not Applicable
				125	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1L25	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Resp. has HS diploma (not just GED)	23	0=GED
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	88	<b>Mean</b>	65 1=High school diploma
<b>Minimum</b>		<b>Maximum</b>	3102 -1/.N=Not Applicable
			125 SYSMIS/.
<b>Name</b>	P1L26	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Resp. attended programs or courses	157	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	174	<b>Mean</b>	17 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3016 -1/.N=Not Applic
			125 SYSMIS/.
<b>Name</b>	P1L27	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Resp. taking full/part-time courses	4	1=Full time
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	17	<b>Mean</b>	13 2=Part time
<b>Minimum</b>		<b>Maximum</b>	3173 -1/.N=Not Applic
			125 SYSMIS/.
<b>Name</b>	P1L28	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Resp. currently in job training	160	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	174	<b>Mean</b>	14 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3016 -1/.N=Not Applic
			125 SYSMIS/.
<b>Name</b>	P1L32	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Reason Resp. not taking courses	1	1=Admission requirement/ qualification
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	146	<b>Mean</b>	6 2=Too old to take any courses
<b>Minimum</b>		<b>Maximum</b>	24 3=Health problem/disability
			2 4=Don't like learning
			1 6=No information about offering
			11 7=Lack of child care
			56 8=Time constraints (home or work)
			6 9=Cost
			7 10=Inconvenient location/transportation not available
			13 11=Did not need more
			13 12=Other
			3 13=Did not want to/no interest
			3 14=Child related reasons (pregnant/at home w/child)
			3044 -1/.N=Not Applicable
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1M01a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Welfare, TANF, general assistance	2467	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3185	<b>Mean</b>	718 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			4 -8/.D=Don't know
			125 SYSMIS/.

<b>Name</b>	P1M01b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Unemployment insurance	3029	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3188	<b>Mean</b>	159 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			1 -8/.D=Don't know
			125 SYSMIS/.

<b>Name</b>	P1M01c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Food stamps	1531	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3189	<b>Mean</b>	1658 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			125 SYSMIS/.

<b>Name</b>	P1M01d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: WIC program	1265	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3187	<b>Mean</b>	1922 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			2 -8/.D=Don't know
			125 SYSMIS/.

<b>Name</b>	P1M01e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child support	2571	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3187	<b>Mean</b>	616 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused
			1 -8/.D=Don't know
			125 SYSMIS/.

<b>Name</b>	P1M01f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: SSI/Social Security Retirement	2747	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3189	<b>Mean</b>	442 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			125 SYSMIS/.

<b>Name</b>	P1M01g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Payments for foster care	3150	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3188	<b>Mean</b>	38 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			1 -8/.D=Don't know
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1M01h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Energy assistance	2899	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3185	<b>Mean</b>	286 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			4 -8/.D=Don't know
			125 SYSMIS/.
<b>Name</b>	P1M02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Number of adults contributing income	3186	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3186	<b>Mean</b>	1.55
<b>Minimum</b>	1	<b>Maximum</b>	16
<b>Name</b>	P1M07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Type of housing R lives in	2892	1=A house, apartment, or trailer with your family only
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3190	<b>Mean</b>	274 2=A house, apartment, or trailer you share with another family
<b>Minimum</b>		<b>Maximum</b>	20 3=Transitional housing (apartment) or a homeless shelter
			4 4=Somewhere else
			125 SYSMIS/.
<b>Name</b>	P1M08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Number times moved in last 12 months	3189	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3189	<b>Mean</b>	0.51
<b>Minimum</b>	0	<b>Maximum</b>	10
<b>Name</b>	P1M09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Own home, pay rent, public housing	873	1=Owns or is buying home or apartment
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3156	<b>Mean</b>	1732 2=Rents (without public assistance)
<b>Minimum</b>		<b>Maximum</b>	417 3=Public or subsidized housing
			134 4=Some other arrangement
			24 -1/.N=Not Applicable
			5 -7/.R=Refused
			2 -8/.D=Don't know
			3 -9/.M=Missing
			125 SYSMIS/.
<b>Name</b>	PnM10a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Freq. food runs out/ no \$ for more (P1/updated)	201	1=Often True
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3264	<b>Mean</b>	742 2=Sometimes True
<b>Minimum</b>		<b>Maximum</b>	2321 3=Never True
			1 -8/.D=Don't know
			1 -9/.M=Missing
			49 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	PnM10b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Freq. Can't afford balanced meals (P1/updated)			128	1=Often True
<b>Format</b>	Num	<b>Type</b>	Source	558	2=Sometimes True
<b>Valid N</b>	3261	<b>Mean</b>		2575	3=Never True
<b>Minimum</b>		<b>Maximum</b>		4	-8/.D=Don't know
				1	-9/.M=Missing
				49	SYSMIS/.
<b>Name</b>	PnM11			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Adults cut size/ skip meals for no \$(P1/updated)			2793	0=No
<b>Format</b>	Num	<b>Type</b>	Source	470	1=Yes
<b>Valid N</b>	3263	<b>Mean</b>		2	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		1	-9/.M=Missing
				49	SYSMIS/.
<b>Name</b>	PnM12			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Freq cut size/ skipped meals (P1 or updated)			99	1=Almost every month
<b>Format</b>	Num	<b>Type</b>	Source	212	2=some months, but not every month
<b>Valid N</b>	470	<b>Mean</b>		159	3=in only 1 or 2 months
<b>Minimum</b>		<b>Maximum</b>		2793	-1/.N=Not Applicable
				2	-8/.D=Don't know
				1	-9/.M=Missing
				49	SYSMIS/.
<b>Name</b>	PnM13			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: R ate less than should because no \$(P1/updated)			2774	0=No
<b>Format</b>	Num	<b>Type</b>	Source	488	1=Yes
<b>Valid N</b>	3262	<b>Mean</b>		3	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		1	-9/.M=Missing
				49	SYSMIS/.
<b>Name</b>	PnM14			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: R hungry 'cuz couldn't afford food (P1/updated)			3039	0=No
<b>Format</b>	Num	<b>Type</b>	Source	225	1=Yes
<b>Valid N</b>	3264	<b>Mean</b>		1	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		1	-9/.M=Missing
				49	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1N00	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1:2nd child in same care as 1st child	132	1=Same child care arrangement
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	142	<b>Mean</b>	2 2=No, different child care arrangement
<b>Minimum</b>		<b>Maximum</b>	8 3=No, second child not in child care
			2994 -1/.N=Not Applicable
			2 -7/.R=Refused
			1 -8/.D=Don't know
			51 -9/.M=Missing
			125 SYSMIS/.
<b>Name</b>	P1N01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child currently in care regularly	2896	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3190	<b>Mean</b>	294 1=Yes
<b>Minimum</b>		<b>Maximum</b>	125 SYSMIS/.
<b>Name</b>	P1N02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: No. of non-HS centers child attends	289	1=One
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	294	<b>Mean</b>	5 2=Two
<b>Minimum</b>		<b>Maximum</b>	2896 -1/.N=Not Applic
			125 SYSMIS/.
<b>Name</b>	P1N03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Days/wk child attends [main] program	293	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	293	<b>Mean</b>	4.45
<b>Minimum</b>	1	<b>Maximum</b>	6
			2896 -1/.N=Not Applicable
			1 -7/.R=Refused
			125 SYSMIS/.
<b>Name</b>	P1N04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Hrs/wk child attends [main] program	290	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	290	<b>Mean</b>	18.14
<b>Minimum</b>	1	<b>Maximum</b>	60
			2896 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			125 SYSMIS/.
<b>Name</b>	P1N05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child attends prog before / after HS	46	1=Before Head Start or kindergarten
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	292	<b>Mean</b>	155 2=After Head Start or kindergarten
<b>Minimum</b>		<b>Maximum</b>	91 3=Both before/after Head Start/kindergarten
			2896 -1/.N=Not Applicable
			2 -8/.D=Don't know
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1N06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child rec regular care from relative	2425	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3190	<b>Mean</b>	765 1=Yes
<b>Minimum</b>		<b>Maximum</b>	125 SYSMIS/.

<b>Name</b>	P1N07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Number of relative care arrangements	600	1=One
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	764	<b>Mean</b>	116 2=Two
<b>Minimum</b>		<b>Maximum</b>	32 3=Three
			16 4=Four or more
			2425 -1/.N=Not Applic
			1 -8/.D=Don't know
			125 SYSMIS/.

<b>Name</b>	P1N08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Relationship of relative to child	520	1=grandparent
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	765	<b>Mean</b>	143 2=aunt
<b>Minimum</b>		<b>Maximum</b>	17 3=uncle
			6 4=brother
			23 5=sister
			56 6=another relative
			2425 -1/.N=Not Applicable
			125 SYSMIS/.

<b>Name</b>	P1N09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Location of relative care	308	1=Own home
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	765	<b>Mean</b>	416 2=Other home
<b>Minimum</b>		<b>Maximum</b>	41 3=Both/varies
			2425 -1/.N=Not Applic
			125 SYSMIS/.

<b>Name</b>	P1N09a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Relative caregiver live in R home	88	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	308	<b>Mean</b>	220 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2882 -1/.N=Not Applic
			125 SYSMIS/.

<b>Name</b>	P1N10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1:# dys/wk child rec care from relative	763	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	763	<b>Mean</b>	4.07
<b>Minimum</b>	1	<b>Maximum</b>	7
			2425 -1/.N=Not Applicable
			2 -8/.D=Don't know
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1N11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Hrs/wk child recv care from relative	757	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	757	<b>Mean</b>	16.09
<b>Minimum</b>	1	<b>Maximum</b>	80
		2425	-1/.N=Not Applicable
		8	-8/.D=Don't know
		125	SYSMIS/.
<b>Name</b>	P1N12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child rec rel care before / after HS	59	1=Before Head Start or kindergarten
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	760	<b>Mean</b>	245
<b>Minimum</b>		<b>Maximum</b>	2425
			-1/.N=Not Applicable
		5	-8/.D=Don't know
		125	SYSMIS/.
<b>Name</b>	P1N13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child recv other care on reg basis	3027	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3190	<b>Mean</b>	163
<b>Minimum</b>		<b>Maximum</b>	125
			SYSMIS/.
<b>Name</b>	P1N14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Number of other care arrangements	145	1=One
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	163	<b>Mean</b>	14
<b>Minimum</b>		<b>Maximum</b>	3
			3=Three
			1
			4=Four or more
		3027	-1/.N=Not Applic
		125	SYSMIS/.
<b>Name</b>	P1N15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Location of other care	31	1=Respondent's home
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	163	<b>Mean</b>	129
<b>Minimum</b>		<b>Maximum</b>	3
			3=Both/varies
		3027	-1/.N=Not Applicable
		125	SYSMIS/.
<b>Name</b>	P1N16	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Nonrelative caregiver live in R home	24	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	31	<b>Mean</b>	7
<b>Minimum</b>		<b>Maximum</b>	1
			1=Yes
		3159	-1/.N=Not Applic
		125	SYSMIS/.
<b>Name</b>	P1N17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: #dys/wk C rec care from non-relative	161	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	161	<b>Mean</b>	3027
<b>Minimum</b>	1	<b>Maximum</b>	4.11
			2
			-8/.D=Don't know
		125	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1N18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Hrs/wk C rec care from non-relative	162	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	162	<b>Mean</b>	15.87
<b>Minimum</b>	1	<b>Maximum</b>	50
		3027	-1/.N=Not Applicable
		1	-8/.D=Don't know
		125	SYSMIS/.
<b>Name</b>	P1N19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child rec other care before/after HS	27	1=Before Head Start or kindergarten
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	161	<b>Mean</b>	47
<b>Minimum</b>		<b>Maximum</b>	3027
			-1/.N=Not Applicable
		1	-7/.R=Refused
		1	-8/.D=Don't know
		125	SYSMIS/.
<b>Name</b>	P1N20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: # dys/wk C recv care before/after HS	73	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	73	<b>Mean</b>	4.44
<b>Minimum</b>	1	<b>Maximum</b>	7
		3117	-1/.N=Not Applicable
		125	SYSMIS/.
<b>Name</b>	P1N21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Hrs/wk C recv care before / after HS	70	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	70	<b>Mean</b>	23.00
<b>Minimum</b>	1	<b>Maximum</b>	56
		3117	-1/.N=Not Applicable
		3	-8/.D=Don't know
		125	SYSMIS/.
<b>Name</b>	P1N22	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Charge/fee for any of the care	654	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1145	<b>Mean</b>	491
<b>Minimum</b>		<b>Maximum</b>	2044
			-1/.N=Not Applic
		1	-8/.D=Don't know
		125	SYSMIS/.
<b>Name</b>	P1N23a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Do you pay for it yourself	86	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	491	<b>Mean</b>	405
<b>Minimum</b>		<b>Maximum</b>	2698
			-1/.N=Not Applic
		1	-8/.D=Don't know
		125	SYSMIS/.
<b>Name</b>	P1N23b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Does a government agency pay	315	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	490	<b>Mean</b>	175
<b>Minimum</b>		<b>Maximum</b>	2698
			-1/.N=Not Applic
		2	-8/.D=Don't know
		125	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1N23c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Does an employer pay	487	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	491	<b>Mean</b>	4 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2698 -1/.N=Not Applic
			1 -8/.D=Don't know
			125 SYSMIS/.

<b>Name</b>	P1N23d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Does someone else pay	454	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	491	<b>Mean</b>	37 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2698 -1/.N=Not Applic
			1 -8/.D=Don't know
			125 SYSMIS/.

<b>Name</b>	P1N23e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Trade child care w/someone else	480	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	491	<b>Mean</b>	11 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2698 -1/.N=Not Applic
			1 -8/.D=Don't know
			125 SYSMIS/.

<b>Name</b>	P1N23f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Other (please specify)	484	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	491	<b>Mean</b>	7 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2698 -1/.N=Not Applic
			1 -8/.D=Don't know
			125 SYSMIS/.

<b>Name</b>	P1N24amt	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Amt paid for Childcare arrangements	479	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	479	<b>Mean</b>	96.74
<b>Minimum</b>	0	<b>Maximum</b>	1600
			2698 -1/.N=Not Applicable
			2 -7/.R=Refused
			11 -8/.D=Don't know
			125 SYSMIS/.

<b>Name</b>	P1N24per	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Time period care paid for	12	1=Per hour
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	430	<b>Mean</b>	27 2=Per day
<b>Minimum</b>		<b>Maximum</b>	225 3=Per week
			30 4=Bi-weekly
			135 5=Per month
			1 7=Other
			2747 -1/.N=Not Applic
			2 -7/.R=Refused
			11 -8/.D=Don't know
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P1N25	Frequency	Code and Description
<b>Label</b>	P1: Amt includes other children in house	148	1=Child only
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	332	<b>Mean</b>	184 2=Child and others
<b>Minimum</b>		<b>Maximum</b>	2848 -1/.N=Not Applic
			2 -7/.R=Refused
			8 -8/.D=Don't know
			125 SYSMIS/.

Name	P1P01	Frequency	Code and Description
<b>Label</b>	P1: Child's overall health status	1567	1=Excellent
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3184	<b>Mean</b>	887 2=Very Good
<b>Minimum</b>		<b>Maximum</b>	533 3=Good
			184 4=Fair
			13 5=Poor
			1 -7/.R=Refused
			5 -9/.M=Missing
			125 SYSMIS/.

Name	PnP02lb	Frequency	Code and Description
<b>Label</b>	Pn: Child's weight at birth (pounds) (P1 or updated)	3108	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3108	<b>Mean</b>	6.60
<b>Minimum</b>	1	<b>Maximum</b>	11
			37 -1/.N=Not Applicable
			2 -7/.R=Refused
			115 -8/.D=Don't know
			4 -9/.M=Missing
			49 SYSMIS/.

Name	PnP02oz	Frequency	Code and Description
<b>Label</b>	Pn: Child's weight at birth (ounces) (P1 or updated)	3065	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3065	<b>Mean</b>	6.72
<b>Minimum</b>	0	<b>Maximum</b>	15
			37 -1/.N=Not Applicable
			2 -7/.R=Refused
			158 -8/.D=Don't know
			4 -9/.M=Missing
			49 SYSMIS/.

Name	PnP02kg	Frequency	Code and Description
<b>Label</b>	Pn: Child's weight at birth (kilograms) (P1/updated)	39	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	39	<b>Mean</b>	3.62
<b>Minimum</b>	1	<b>Maximum</b>	8
			3108 -1/.N=Not Applicable
			2 -7/.R=Refused
			113 -8/.D=Don't know
			4 -9/.M=Missing
			49 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	PnP03	Frequency	Code and Description
<b>Label</b>	Pn: Child normal or low birthweight (P1 or updated)	105	1=normal (5 1/2 lbs. (2.5 kilograms) or more)
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	124	<b>Mean</b>	15 2=low (between 3 1/2 (1.5 kilograms) and 5 1/2 lbs. (2.5 kilograms))
<b>Minimum</b>		<b>Maximum</b>	4 3=very low (under 3 1/2 lbs. (1.5 kilograms))
			3102 -1/.N=Not Applicable
			2 -7/.R=Refused
			34 -8/.D=Don't know
			4 -9/.M=Missing
			49 SYSMIS/.

Name	P1P04	Frequency	Code and Description
<b>Label</b>	P1: Child take vitamin/ mineral suppl	1519	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3179	<b>Mean</b>	1660 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			5 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

Name	P1P05	Frequency	Code and Description
<b>Label</b>	P1: Place where child goes for med care	2276	1=A private doctor, private clinic, or HMO
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3178	<b>Mean</b>	396 2=An outpatient clinic run by a hospital
<b>Minimum</b>		<b>Maximum</b>	4 3=The emergency room at a hospital
			462 4=Public health department or community health center
			3 5=A migrant health clinic
			16 6=The Indian Health Service
			21 7=Someplace else
			2 -7/.R=Refused
			5 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

Name	P1P07	Frequency	Code and Description
<b>Label</b>	P1: Time since child had check-up w/ Doc	2830	1=6 months ago or less
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3182	<b>Mean</b>	316 2=more than 6 mnths but not more than 1 year ago
<b>Minimum</b>		<b>Maximum</b>	32 3=more than 1 year but not more than 2 years ago
			2 4=more than 2 years ago
			2 5=never
			1 -7/.R=Refused
			2 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P1P08	Frequency	Code and Description
<b>Label</b>	P1: Time since C had check-up w/ Dentist	2524	1=6 months ago or less
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3175	<b>Mean</b>	244 2=more than 6 mnths but not more than 1 year ago
<b>Minimum</b>		<b>Maximum</b>	39 3=more than 1 year but not more than 2 years ago
			11 4=more than 2 years ago
			357 5=never
			1 -7/.R=Refused
			9 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

Name	P1P09a	Frequency	Code and Description
<b>Label</b>	P1: Child health cov: Private insurance	1621	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3175	<b>Mean</b>	1554 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -7/.R=Refused
			7 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

Name	P1P09b	Frequency	Code and Description
<b>Label</b>	P1: Child health cov: Medicaid	910	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3177	<b>Mean</b>	2267 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -7/.R=Refused
			5 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

Name	P1P09c	Frequency	Code and Description
<b>Label</b>	P1: Child health cov: CHIP	2911	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3172	<b>Mean</b>	261 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused
			11 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

Name	P1P09d	Frequency	Code and Description
<b>Label</b>	P1: Child health cov: Military hlth care	3146	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3180	<b>Mean</b>	34 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1P09e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child health cov: Indian hlth servc	3134	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3181	<b>Mean</b>	47 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused
			2 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1P09f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child health cov: Oth govt program	3135	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3178	<b>Mean</b>	43 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused
			5 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1P10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1:#doc visits for injury in pst 12mnths	2736	0=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3181	<b>Mean</b>	335 1=Once
<b>Minimum</b>		<b>Maximum</b>	68 2=Twice
			42 3=Three or more times
			1 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1P11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child restricted because of injury	317	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	445	<b>Mean</b>	128 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2736 -1/.N=Not Applic
			1 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1P12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child miss HS bcause of injury	375	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	445	<b>Mean</b>	70 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2736 -1/.N=Not Applic
			1 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1P13a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Asthma	2672	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3183	<b>Mean</b>	511 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			1 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1P13b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Respiratory/ breathing illness	2821	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3183	<b>Mean</b>	362 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			1 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1P13c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Stomach or gastrointestinal illness	3109	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3183	<b>Mean</b>	74 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			1 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1P13d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Ear infection	2446	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3182	<b>Mean</b>	736 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			2 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1P13e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Problem with muscles or with moving	3169	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3184	<b>Mean</b>	15 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1P13f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Developmental delay	3048	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3180	<b>Mean</b>	132 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			4 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P1P13g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Epilepsy or seizures			3133	0=No
<b>Format</b>	Num	<b>Type</b>	Source	49	1=Yes
<b>Valid N</b>	3182	<b>Mean</b>			1 -7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>			2 -8/.D=Don't know
					5 -9/.M=Missing
					125 SYSMIS/.

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<b>Name</b>	P1P13h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Heart defect			3110	0=No
<b>Format</b>	Num	<b>Type</b>	Source	73	1=Yes
<b>Valid N</b>	3183	<b>Mean</b>			1 -7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>			1 -8/.D=Don't know
					5 -9/.M=Missing
					125 SYSMIS/.

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<b>Name</b>	P1P13i			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Mental retardation			3166	0=No
<b>Format</b>	Num	<b>Type</b>	Source	15	1=Yes
<b>Valid N</b>	3181	<b>Mean</b>			1 -7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>			3 -8/.D=Don't know
					5 -9/.M=Missing
					125 SYSMIS/.

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<b>Name</b>	P1P13j			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Lactose intolerance			3061	0=No
<b>Format</b>	Num	<b>Type</b>	Source	119	1=Yes
<b>Valid N</b>	3180	<b>Mean</b>			1 -7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>			4 -8/.D=Don't know
					5 -9/.M=Missing
					125 SYSMIS/.

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<b>Name</b>	P1P13k			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Other food allergy or sensitivity			3079	0=No
<b>Format</b>	Num	<b>Type</b>	Source	102	1=Yes
<b>Valid N</b>	3181	<b>Mean</b>			1 -7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>			3 -8/.D=Don't know
					5 -9/.M=Missing
					125 SYSMIS/.

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## Codebook for Child-Level PUF, continued

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<b>Name</b>	P1P13l	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Prob with allergies other than foods	2697	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3177	<b>Mean</b>	480 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			7 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1P13m	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Attention deficit, hyperactivity	3109	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3174	<b>Mean</b>	65 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			10 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1P13n	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Diabetes	3182	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3184	<b>Mean</b>	2 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1P15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child restricted due to health prob	3104	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3183	<b>Mean</b>	79 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			1 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1P17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: C evaluated for attention/learning	3044	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3182	<b>Mean</b>	138 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			2 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	P1P18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Attention/learning problem diagnosed	64	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	138	<b>Mean</b>	74 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3044 -1/.N=Not Applic
			1 -7/.R=Refused
			2 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1P19_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Mental retardation or cog impairmnt	64	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	73	<b>Mean</b>	9 1=Mental retardation or cognitive impairment
<b>Minimum</b>		<b>Maximum</b>	3108 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1P19_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Emotional/behavior disability	61	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	73	<b>Mean</b>	12 2=Emotional/behavior disability
<b>Minimum</b>		<b>Maximum</b>	3108 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1P19_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Autism or PDD	58	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	73	<b>Mean</b>	15 3=Autism or pervasive developmental delay (PDD)
<b>Minimum</b>		<b>Maximum</b>	3108 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1P19_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Traumatic brain injury	73	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	73	<b>Mean</b>	3108 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P1P19_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Oppositional Defiant Disorder	71	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	73	<b>Mean</b>	2 5=Oppositional defiant disorder
<b>Minimum</b>		<b>Maximum</b>	3108 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1P19_6	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Other attention/learning problem	53	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	73	<b>Mean</b>	20 6=Other
<b>Minimum</b>		<b>Maximum</b>	3108 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1P19_8	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: ADD/ADHD	60	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	73	<b>Mean</b>	13 8=ADD/ADHD
<b>Minimum</b>		<b>Maximum</b>	3108 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1P19_9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: No problem diagnosed	67	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	73	<b>Mean</b>	6 9=No problem
<b>Minimum</b>		<b>Maximum</b>	3108 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1P20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child evaluated about activity level	3095	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3182	<b>Mean</b>	87 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			2 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	P1P21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Activity level problem diagnosed	42	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	87	<b>Mean</b>	45 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3095 -1/.N=Not Applic
			1 -7/.R=Refused
			2 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.
<b>Name</b>	P1P22_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Attention deficit disorder (ADD)	38	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	44	<b>Mean</b>	6 1=Attention deficit disorder (ADD)
<b>Minimum</b>		<b>Maximum</b>	3137 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.
<b>Name</b>	P1P22_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Attn deficit hyperactivity disorder	33	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	44	<b>Mean</b>	11 2=Attention deficit hyperactivity disorder (ADHD)
<b>Minimum</b>		<b>Maximum</b>	3137 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.
<b>Name</b>	P1P22_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Other activity level problem	21	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	44	<b>Mean</b>	23 3=Other
<b>Minimum</b>		<b>Maximum</b>	3137 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.
<b>Name</b>	P1P22_9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: No problem diagnosed	40	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	44	<b>Mean</b>	4 9=No problem
<b>Minimum</b>		<b>Maximum</b>	3137 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P1P23	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child evaluated about arms/legs	3131	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3184	<b>Mean</b>	53 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1P24	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Arms / legs problem diagnosed	15	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	53	<b>Mean</b>	38 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3131 -1/.N=Not Applic
			1 -7/.R=Refused
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1P25_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Cerebral palsy	36	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	38	<b>Mean</b>	2 1=Cerebral palsy
<b>Minimum</b>		<b>Maximum</b>	3146 -1/.N=Not Applicable
			1 -7/.R=Refused
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1P25_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Epilepsy or seizures	35	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	38	<b>Mean</b>	3 2=Epilepsy or seizures
<b>Minimum</b>		<b>Maximum</b>	3146 -1/.N=Not Applicable
			1 -7/.R=Refused
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1P25_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Other physical impairment (specify)	6	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	36	<b>Mean</b>	30 3=Other physical impairment
<b>Minimum</b>		<b>Maximum</b>	3146 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			6 -9/.M=Missing
			125 SYSMIS/.

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## Codebook for Child-Level PUF, continued

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<b>Name</b>	P1P25_9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: No problem diagnosed	36	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	38	<b>Mean</b>	2 9=No problem
<b>Minimum</b>		<b>Maximum</b>	3146 -1/.N=Not Applicable
			1 -7/.R=Refused
			5 -9/.M=Missing
			125 SYSMIS/.

---

<b>Name</b>	P1P26	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child use special equipment	32	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	38	<b>Mean</b>	6 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3146 -1/.N=Not Applic
			1 -7/.R=Refused
			5 -9/.M=Missing
			125 SYSMIS/.

---

<b>Name</b>	P1P27	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child evaluated about communicating	2928	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3182	<b>Mean</b>	254 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			2 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

---

<b>Name</b>	P1P28	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Communication problem diagnosed	103	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	254	<b>Mean</b>	151 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2928 -1/.N=Not Applic
			1 -7/.R=Refused
			2 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1P29_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Speech impairment	37	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	150	<b>Mean</b>	113 1=Speech impairment
<b>Minimum</b>		<b>Maximum</b>	3031 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	P1P29_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Language impairment	140	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	150	<b>Mean</b>	10 2=Language impairment
<b>Minimum</b>		<b>Maximum</b>	3031 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1P29_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Autism or PDD	141	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	150	<b>Mean</b>	9 3=Autism or pervasive developmental delay (PDD)
<b>Minimum</b>		<b>Maximum</b>	3031 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1P29_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Mental retardation/cogn. impairment	147	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	150	<b>Mean</b>	3 4=Mental retardation or cognitive impairment
<b>Minimum</b>		<b>Maximum</b>	3031 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1P29_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Emotional/behavior disability	147	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	150	<b>Mean</b>	3 5=Emotional/behavior disability
<b>Minimum</b>		<b>Maximum</b>	3031 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1P29_6	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Other (specify)	144	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	150	<b>Mean</b>	6 6=Other
<b>Minimum</b>		<b>Maximum</b>	3031 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P1P29_8	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Hearing impairment	140	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	150	<b>Mean</b>	10 8=Hearing impairment
<b>Minimum</b>		<b>Maximum</b>	3031 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1P29_9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: No problem diagnosed	145	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	150	<b>Mean</b>	5 9=No problem
<b>Minimum</b>		<b>Maximum</b>	3031 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1P30	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: diff in hearing/understanding speech	3051	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3182	<b>Mean</b>	131 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			2 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1P31	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Evaluated over hearing/understanding	77	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	130	<b>Mean</b>	53 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3051 -1/.N=Not Applic
			1 -7/.R=Refused
			3 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1P32	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Hearing problem diagnosed	17	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	52	<b>Mean</b>	35 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3128 -1/.N=Not Applic
			1 -7/.R=Refused
			4 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	P1P33_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Ear infection	33	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	35	<b>Mean</b>	2 1=Ear infection
<b>Minimum</b>		<b>Maximum</b>	3145 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1P33_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Hearing impairment/hard of hearing	15	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	35	<b>Mean</b>	20 2=Hearing impairment/hard of hearing
<b>Minimum</b>		<b>Maximum</b>	3145 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1P33_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Deafness	34	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	35	<b>Mean</b>	1 3=Deafness
<b>Minimum</b>		<b>Maximum</b>	3145 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1P33_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Language impairment	28	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	35	<b>Mean</b>	7 4=Language impairment
<b>Minimum</b>		<b>Maximum</b>	3145 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1P33_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Autism or PDD	32	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	35	<b>Mean</b>	3 5=Autism or pervasive developmental delay (PDD)
<b>Minimum</b>		<b>Maximum</b>	3145 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1P33_6	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Mental retardation	35	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	35	<b>Mean</b>	3145 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			4 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1P33_7	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Emotional/behavior disability	35	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	35	<b>Mean</b>	3145 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			4 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1P33_8	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Other (specify)	32	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	34	<b>Mean</b>	2 8=Other
<b>Minimum</b>		<b>Maximum</b>	3145 -1/.N=Not Applicable
			1 -7/.R=Refused
			5 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1P33_9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: No problem diagnosed	34	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	35	<b>Mean</b>	1 9=No problem
<b>Minimum</b>		<b>Maximum</b>	3145 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1P34	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child wears hearing aid	32	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	35	<b>Mean</b>	3 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3145 -1/.N=Not Applic
			1 -7/.R=Refused
			4 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P1P35a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child have cochlear implants	13	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	16	<b>Mean</b>	3 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3169 -1/.N=Not Applic
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1P35b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Effect on ability to hear/understand	4	1=greatly improves his/her hearing
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	6	<b>Mean</b>	1 2=somewhat improves his/her hearing
<b>Minimum</b>		<b>Maximum</b>	1 3=minimally improves his/her hearing
			3174 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1P36	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child has difficulty seeing	3072	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3172	<b>Mean</b>	100 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			12 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1P37	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child's vision evaluated by pro	22	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	100	<b>Mean</b>	78 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3072 -1/.N=Not Applic
			1 -7/.R=Refused
			12 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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<b>Name</b>	P1P38	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Vision problem diagnosed	12	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	78	<b>Mean</b>	66 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3094 -1/.N=Not Applic
			1 -7/.R=Refused
			12 -8/.D=Don't know
			5 -9/.M=Missing
			125 SYSMIS/.

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## Codebook for Child-Level PUF, continued

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<b>Name</b>	P1P39_1			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Near sighted			45	0=No
<b>Format</b>	Num	<b>Type</b>	Source	20	1=Near sighted
<b>Valid N</b>	65	<b>Mean</b>		3106	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				13	-8/.D=Don't know
				5	-9/.M=Missing
				125	SYSMIS/.

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<b>Name</b>	P1P39_2			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Far sighted			46	0=No
<b>Format</b>	Num	<b>Type</b>	Source	19	2=Far sighted
<b>Valid N</b>	65	<b>Mean</b>		3106	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				13	-8/.D=Don't know
				5	-9/.M=Missing
				125	SYSMIS/.

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<b>Name</b>	P1P39_3			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Legally blind			65	0=No
<b>Format</b>	Num	<b>Type</b>	Source	3106	-1/.N=Not Applicable
<b>Valid N</b>	65	<b>Mean</b>		1	-7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>		13	-8/.D=Don't know
				5	-9/.M=Missing
				125	SYSMIS/.

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<b>Name</b>	P1P39_4			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Other (specify)			60	0=No
<b>Format</b>	Num	<b>Type</b>	Source	4	4=Other
<b>Valid N</b>	64	<b>Mean</b>		3106	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				14	-8/.D=Don't know
				5	-9/.M=Missing
				125	SYSMIS/.

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<b>Name</b>	P1P39_5			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Astigmatism			52	0=No
<b>Format</b>	Num	<b>Type</b>	Source	13	5=Astigmatism
<b>Valid N</b>	65	<b>Mean</b>		3106	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				13	-8/.D=Don't know
				5	-9/.M=Missing
				125	SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	P1P39_6			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Lazy eye/Amblyopia			55	0=No
<b>Format</b>	Num	<b>Type</b>	Source	10	6=Lazy eye/Amblyopia
<b>Valid N</b>	65	<b>Mean</b>		3106	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				13	-8/.D=Don't know
				5	-9/.M=Missing
				125	SYSMIS/.
<hr/>					
<b>Name</b>	P1P39a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Child wears glasses/ contacts			14	0=No
<b>Format</b>	Num	<b>Type</b>	Source	52	1=Yes
<b>Valid N</b>	66	<b>Mean</b>		3106	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				12	-8/.D=Don't know
				5	-9/.M=Missing
				125	SYSMIS/.
<hr/>					
<b>Name</b>	P1P39b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Effect of glasses on C's eyesight			29	1=correctable with glasses
<b>Format</b>	Num	<b>Type</b>	Source	20	2=improvable with glasses
<b>Valid N</b>	51	<b>Mean</b>		2	3=not correctable with glasses
<b>Minimum</b>		<b>Maximum</b>		3120	-1/.N=Not Applicable
				1	-7/.R=Refused
				13	-8/.D=Don't know
				5	-9/.M=Missing
				125	SYSMIS/.
<hr/>					
<b>Name</b>	P1P40a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Speech or language therapy			161	0=No
<b>Format</b>	Num	<b>Type</b>	Source	111	1=Yes
<b>Valid N</b>	272	<b>Mean</b>		2917	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-8/.D=Don't know
				125	SYSMIS/.
<hr/>					
<b>Name</b>	P1P40b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Occupational therapy or OT			231	0=No
<b>Format</b>	Num	<b>Type</b>	Source	42	1=Yes
<b>Valid N</b>	273	<b>Mean</b>		2917	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		125	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1P40c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Physical therapy or PT	247	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	272	<b>Mean</b>	25 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2917 -1/.N=Not Applic
			1 -8/.D=Don't know
			125 SYSMIS/.

<b>Name</b>	P1P40d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Vision services	234	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	273	<b>Mean</b>	39 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2917 -1/.N=Not Applic
			125 SYSMIS/.

<b>Name</b>	P1P40e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Hearing or audiology services	228	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	273	<b>Mean</b>	45 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2917 -1/.N=Not Applic
			125 SYSMIS/.

<b>Name</b>	P1P40f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Social work services	244	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	273	<b>Mean</b>	29 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2917 -1/.N=Not Applic
			125 SYSMIS/.

<b>Name</b>	P1P40g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Psychological services	248	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	272	<b>Mean</b>	24 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2917 -1/.N=Not Applic
			1 -8/.D=Don't know
			125 SYSMIS/.

<b>Name</b>	P1P40h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Parent support or training	245	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	272	<b>Mean</b>	27 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2917 -1/.N=Not Applic
			1 -8/.D=Don't know
			125 SYSMIS/.

<b>Name</b>	P1P40i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Special classes with other children	230	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	270	<b>Mean</b>	40 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2917 -1/.N=Not Applic
			3 -8/.D=Don't know
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1P40j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Private tutoring or schooling	246	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	272	<b>Mean</b>	26 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2917 -1/.N=Not Applic
			1 -8/.D=Don't know
			125 SYSMIS/.

<b>Name</b>	P1P40k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Instruction in Braille	3189	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	1 -8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>	125 SYSMIS/.

<b>Name</b>	P1P40l	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Instruction in sign language	11	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	16	<b>Mean</b>	5 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3169 -1/.N=Not Applic
			5 -9/.M=Missing
			125 SYSMIS/.

<b>Name</b>	P1P41a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: EI pgm/svcs fr local school district	185	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	268	<b>Mean</b>	83 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2917 -1/.N=Not Applic
			5 -8/.D=Don't know
			125 SYSMIS/.

<b>Name</b>	P1P41b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: EI pgm/svcs fr health/soc svc agency	236	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	270	<b>Mean</b>	34 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2917 -1/.N=Not Applic
			3 -8/.D=Don't know
			125 SYSMIS/.

<b>Name</b>	P1P41c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: EI pgm/svcs fr health care provider	210	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	272	<b>Mean</b>	62 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2917 -1/.N=Not Applic
			1 -8/.D=Don't know
			125 SYSMIS/.

<b>Name</b>	P1P41d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: EI pgm/svcs fr other source	260	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	272	<b>Mean</b>	12 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2917 -1/.N=Not Applic
			1 -8/.D=Don't know
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1Q01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: R's health status	721	1=Excellent
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3190	<b>Mean</b>	896 2=Very Good
<b>Minimum</b>		<b>Maximum</b>	1053 3=Good
			446 4=Fair
			74 5=Poor
			125 SYSMIS/.

<b>Name</b>	P1Q02a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: R's health cov: Private insurance	1898	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3186	<b>Mean</b>	1288 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused
			2 -8/.D=Don't know
			125 SYSMIS/.

<b>Name</b>	P1Q02b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: R's health cov: Medicaid	1962	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3186	<b>Mean</b>	1224 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			3 -8/.D=Don't know
			125 SYSMIS/.

<b>Name</b>	P1Q02c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: R's health cov: Military health care	3159	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3189	<b>Mean</b>	30 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			125 SYSMIS/.

<b>Name</b>	P1Q02d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: R's health cov: Indian health servc	3148	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3189	<b>Mean</b>	41 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			125 SYSMIS/.

<b>Name</b>	P1Q02e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: R's hlth cov: Medicare, oth govt pgm	3135	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3188	<b>Mean</b>	53 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			1 -8/.D=Don't know
			125 SYSMIS/.

<b>Name</b>	P1Q03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Hlth impairment keeps R from working	2939	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3187	<b>Mean</b>	248 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -8/.D=Don't know
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1Q04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Limited in kind/amount of work	2849	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3186	<b>Mean</b>	337 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know
			125 SYSMIS/.

<b>Name</b>	PnR01a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Freq R saw nonviolent crime in nhood(P1/updated)	2560	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3262	<b>Mean</b>	265 2=Once
<b>Minimum</b>		<b>Maximum</b>	437 3=More than once
			4 -1/.N=Not Applic
			49 SYSMIS/.

<b>Name</b>	PnR01b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Freq R saw violent crime in nhood (P1/updated)	2579	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3261	<b>Mean</b>	340 2=Once
<b>Minimum</b>		<b>Maximum</b>	342 3=More than once
			4 -1/.N=Not Applic
			1 -7/.R=Refused
			49 SYSMIS/.

<b>Name</b>	PnR01c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Freq R knew victim of violent crime (P1/updated)	2768	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3262	<b>Mean</b>	294 2=Once
<b>Minimum</b>		<b>Maximum</b>	200 3=More than once
			4 -1/.N=Not Applic
			49 SYSMIS/.

<b>Name</b>	PnR01d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Freq R was victim of violent crime (P1/updated)	3106	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3262	<b>Mean</b>	104 2=Once
<b>Minimum</b>		<b>Maximum</b>	52 3=More than once
			4 -1/.N=Not Applic
			49 SYSMIS/.

<b>Name</b>	PnR02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: R hit, kicked, hurt in past year (P1 or updated)	3056	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3255	<b>Mean</b>	199 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -1/.N=Not Applic
			7 -7/.R=Refused
			49 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	PnR03_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: R hurt by Current Spouse (P1 or updated)	166	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	197	<b>Mean</b>	31 11=Current spouse
<b>Minimum</b>		<b>Maximum</b>	3060 -1/.N=Not Applicable
			9 -7/.R=Refused
			49 SYSMIS/.

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<b>Name</b>	PnR03_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: R hurt by Former Spouse (P1 or updated)	167	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	197	<b>Mean</b>	30 12=Former spouse
<b>Minimum</b>		<b>Maximum</b>	3060 -1/.N=Not Applicable
			9 -7/.R=Refused
			49 SYSMIS/.

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<b>Name</b>	PnR03_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: R hurt by Current Partner (P1 or updated)	189	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	197	<b>Mean</b>	8 13=Current partner
<b>Minimum</b>		<b>Maximum</b>	3060 -1/.N=Not Applicable
			9 -7/.R=Refused
			49 SYSMIS/.

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<b>Name</b>	PnR03_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: R hurt by Former Partner (P1 or updated)	147	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	197	<b>Mean</b>	50 14=Former partner
<b>Minimum</b>		<b>Maximum</b>	3060 -1/.N=Not Applicable
			9 -7/.R=Refused
			49 SYSMIS/.

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<b>Name</b>	PnR03_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: R hurt by Father (P1 or updated)	195	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	197	<b>Mean</b>	2 15=Father
<b>Minimum</b>		<b>Maximum</b>	3060 -1/.N=Not Applicable
			9 -7/.R=Refused
			49 SYSMIS/.

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<b>Name</b>	PnR03_16	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: R hurt by Mother (P1 or updated)	194	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	197	<b>Mean</b>	3 16=Mother
<b>Minimum</b>		<b>Maximum</b>	3060 -1/.N=Not Applicable
			9 -7/.R=Refused
			49 SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	PnR03_17		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: R hurt by Sister	(P1 or updated)	195	0=No
<b>Format</b>	Num	<b>Type</b>	2	17=Sister
<b>Valid N</b>	197	<b>Mean</b>	3060	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	9	-7/.R=Refused
			49	SYSMIS/.

<b>Name</b>	PnR03_18		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: R hurt by Brother	(P1 or updated)	191	0=No
<b>Format</b>	Num	<b>Type</b>	6	18=Brother
<b>Valid N</b>	197	<b>Mean</b>	3060	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	9	-7/.R=Refused
			49	SYSMIS/.

<b>Name</b>	PnR03_19		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: R hurt by Grandmother	(P1 or updated)	197	0=No
<b>Format</b>	Num	<b>Type</b>	3060	-1/.N=Not Applicable
<b>Valid N</b>	197	<b>Mean</b>	9	-7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>	49	SYSMIS/.

<b>Name</b>	PnR03_20		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: R hurt by Grandfather	(P1 or updated)	197	0=No
<b>Format</b>	Num	<b>Type</b>	3060	-1/.N=Not Applicable
<b>Valid N</b>	197	<b>Mean</b>	9	-7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>	49	SYSMIS/.

<b>Name</b>	PnR03_21		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: R hurt by Aunt	(P1 or updated)	197	0=No
<b>Format</b>	Num	<b>Type</b>	3060	-1/.N=Not Applicable
<b>Valid N</b>	197	<b>Mean</b>	9	-7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>	49	SYSMIS/.

<b>Name</b>	PnR03_22		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: R hurt by Uncle	(P1 or updated)	197	0=No
<b>Format</b>	Num	<b>Type</b>	3060	-1/.N=Not Applicable
<b>Valid N</b>	197	<b>Mean</b>	9	-7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>	49	SYSMIS/.

<b>Name</b>	PnR03_23		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: R hurt by Cousin	(P1 or updated)	194	0=No
<b>Format</b>	Num	<b>Type</b>	3	23=Cousin
<b>Valid N</b>	197	<b>Mean</b>	3060	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	9	-7/.R=Refused
			49	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	PnR03_24	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: R hurt by Other relative (P1 or updated)	190	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	197	<b>Mean</b>	7 24=Other relative
<b>Minimum</b>		<b>Maximum</b>	3060 -1/.N=Not Applicable
			9 -7/.R=Refused
			49 SYSMIS/.
<b>Name</b>	PnR03_25	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: R hurt by Non-related person (P1 or updated)	138	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	197	<b>Mean</b>	59 25=Other person not related to respondent
<b>Minimum</b>		<b>Maximum</b>	3060 -1/.N=Not Applicable
			9 -7/.R=Refused
			49 SYSMIS/.
<b>Name</b>	PnR04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Child witnessed violent crime (P1 or updated)	3160	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3253	<b>Mean</b>	93 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -1/.N=Not Applic
			1 -7/.R=Refused
			4 -8/.D=Don't know
			4 -9/.M=Missing
			49 SYSMIS/.
<b>Name</b>	PnR05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Child witnessed domestic violence (P1/updated)	3075	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3252	<b>Mean</b>	177 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -1/.N=Not Applic
			1 -7/.R=Refused
			5 -8/.D=Don't know
			4 -9/.M=Missing
			49 SYSMIS/.
<b>Name</b>	PnR06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Has child been victim of crime (P1 or updated)	3229	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3255	<b>Mean</b>	26 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -1/.N=Not Applic
			1 -7/.R=Refused
			2 -8/.D=Don't know
			4 -9/.M=Missing
			49 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	PnR07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Child is victim domestic violence (P1/updated)	3215	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3256	<b>Mean</b>	41 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -1/.N=Not Applic 1 -7/.R=Refused 1 -8/.D=Don't know 4 -9/.M=Missing 49 SYSMIS/.

<b>Name</b>	PnR08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Anyone arrested for crime? (P1 or updated)	2543	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3240	<b>Mean</b>	697 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -1/.N=Not Applic 8 -7/.R=Refused 14 -8/.D=Don't know 49 SYSMIS/.

<b>Name</b>	PnR09_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Biological mother arrested/charged (P1/updated)	541	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	697	<b>Mean</b>	156 11=Biological mother
<b>Minimum</b>		<b>Maximum</b>	2547 -1/.N=Not Applicable 8 -7/.R=Refused 14 -8/.D=Don't know 49 SYSMIS/.

<b>Name</b>	PnR09_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Biological father arrested/charged (P1/updated)	115	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	697	<b>Mean</b>	582 12=Biological father
<b>Minimum</b>		<b>Maximum</b>	2547 -1/.N=Not Applicable 8 -7/.R=Refused 14 -8/.D=Don't know 49 SYSMIS/.

<b>Name</b>	PnR09_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Adoptive mother arrested/charged (P1/updated)	697	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	697	<b>Mean</b>	2547 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	8 -7/.R=Refused 14 -8/.D=Don't know 49 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	PnR09_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Adoptive father arrested/charged (P1/updated)	693	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	697	<b>Mean</b>	4 14=Adoptive father
<b>Minimum</b>		<b>Maximum</b>	2547 -1/.N=Not Applicable
			8 -7/.R=Refused
			14 -8/.D=Don't know
			49 SYSMIS/.

<b>Name</b>	PnR09_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Step mother arrested/charged (P1 or updated)	696	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	697	<b>Mean</b>	1 15=Stepmother
<b>Minimum</b>		<b>Maximum</b>	2547 -1/.N=Not Applicable
			8 -7/.R=Refused
			14 -8/.D=Don't know
			49 SYSMIS/.

<b>Name</b>	PnR09_16	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Step Father arrested/charged (P1 or updated)	695	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	697	<b>Mean</b>	2 16=Stepfather
<b>Minimum</b>		<b>Maximum</b>	2547 -1/.N=Not Applicable
			8 -7/.R=Refused
			14 -8/.D=Don't know
			49 SYSMIS/.

<b>Name</b>	PnR09_17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Grandmother arrested/charged (P1 or updated)	695	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	697	<b>Mean</b>	2 17=Grandmother
<b>Minimum</b>		<b>Maximum</b>	2547 -1/.N=Not Applicable
			8 -7/.R=Refused
			14 -8/.D=Don't know
			49 SYSMIS/.

<b>Name</b>	PnR09_18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Grandfather arrested/charged (P1 or updated)	696	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	697	<b>Mean</b>	1 18=Grandfather
<b>Minimum</b>		<b>Maximum</b>	2547 -1/.N=Not Applicable
			8 -7/.R=Refused
			14 -8/.D=Don't know
			49 SYSMIS/.

<b>Name</b>	PnR09_19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Great grandmother arrested/charged (P1/updated)	697	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	697	<b>Mean</b>	2547 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	8 -7/.R=Refused
			14 -8/.D=Don't know
			49 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	PnR09_20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Great grandfather arrested/charged (P1/updated)	696	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	697	<b>Mean</b>	1 20=Great grandfather
<b>Minimum</b>		<b>Maximum</b>	2547 -1/.N=Not Applicable
			8 -7/.R=Refused
			14 -8/.D=Don't know
			49 SYSMIS/.
<b>Name</b>	PnR09_21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Sister/ stepsister arrested/charged (P1/updated)	697	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	697	<b>Mean</b>	2547 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	8 -7/.R=Refused
			14 -8/.D=Don't know
			49 SYSMIS/.
<b>Name</b>	PnR09_22	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Brother/stepbrother arrested/charged(P1/updated)	696	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	697	<b>Mean</b>	1 22=Brother/stepbrother
<b>Minimum</b>		<b>Maximum</b>	2547 -1/.N=Not Applicable
			8 -7/.R=Refused
			14 -8/.D=Don't know
			49 SYSMIS/.
<b>Name</b>	PnR09_23	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Oth female relative/in-law arr/chargd(P1/updatd)	694	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	697	<b>Mean</b>	3 23=Other relative or in-law (female)
<b>Minimum</b>		<b>Maximum</b>	2547 -1/.N=Not Applicable
			8 -7/.R=Refused
			14 -8/.D=Don't know
			49 SYSMIS/.
<b>Name</b>	PnR09_24	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Oth male relative/in-law arr/charged(P1/updated)	692	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	697	<b>Mean</b>	5 24=Other relative or in-law (male)
<b>Minimum</b>		<b>Maximum</b>	2547 -1/.N=Not Applicable
			8 -7/.R=Refused
			14 -8/.D=Don't know
			49 SYSMIS/.
<b>Name</b>	PnR09_25	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Female foster parent arrested/chargd(P1/updated)	697	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	697	<b>Mean</b>	2547 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	8 -7/.R=Refused
			14 -8/.D=Don't know
			49 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	PnR09_26			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Male foster parent arrested/charged (P1/updated)			697	0=No
<b>Format</b>	Num	<b>Type</b>	Source	2547	-1/.N=Not Applicable
<b>Valid N</b>	697	<b>Mean</b>		8	-7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>		14	-8/.D=Don't know
				49	SYSMIS/.
<b>Name</b>	PnR09_27			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Other Female non-relative arr/chargd(P1/updated)			696	0=No
<b>Format</b>	Num	<b>Type</b>	Source	1	27=Other non-relative (female)
<b>Valid N</b>	697	<b>Mean</b>		2547	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		8	-7/.R=Refused
				14	-8/.D=Don't know
				49	SYSMIS/.
<b>Name</b>	PnR09_28			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Other Male non-relative arr/charged (P1/updated)			692	0=No
<b>Format</b>	Num	<b>Type</b>	Source	5	28=Other non-relative (male)
<b>Valid N</b>	697	<b>Mean</b>		2547	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		8	-7/.R=Refused
				14	-8/.D=Don't know
				49	SYSMIS/.
<b>Name</b>	PnR09_29			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Parent's Female partner arr/charged (P1/updated)			695	0=No
<b>Format</b>	Num	<b>Type</b>	Source	2	29=Parent's partner (female)
<b>Valid N</b>	697	<b>Mean</b>		2547	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		8	-7/.R=Refused
				14	-8/.D=Don't know
				49	SYSMIS/.
<b>Name</b>	PnR09_30			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Parent's Male partner arrstd/chargd (P1/updated)			694	0=No
<b>Format</b>	Num	<b>Type</b>	Source	3	30=Parent's partner (male)
<b>Valid N</b>	697	<b>Mean</b>		2547	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		8	-7/.R=Refused
				14	-8/.D=Don't know
				49	SYSMIS/.
<b>Name</b>	PnR10			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Did they spend time in jail (P1/updated)			118	0=No
<b>Format</b>	Num	<b>Type</b>	Source	575	1=Yes
<b>Valid N</b>	693	<b>Mean</b>		2547	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		8	-7/.R=Refused
				18	-8/.D=Don't know
				49	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	PnR11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Feel safe in current relationship (P1/updated)	88	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3252	<b>Mean</b>	2485 1=Yes
<b>Minimum</b>		<b>Maximum</b>	679 3=Do not have a relationship
			4 -1/.N=Not Applicable
			6 -7/.R=Refused
			4 -8/.D=Don't know
			49 SYSMIS/.

<b>Name</b>	PnR12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Feel unsafe with previous partner (P1/updated)	3159	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3253	<b>Mean</b>	94 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -1/.N=Not Applic
			7 -7/.R=Refused
			2 -8/.D=Don't know
			49 SYSMIS/.

<b>Name</b>	PnR13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	Pn: Relationship of previous partner (P1/updated)	45	1=Spouse
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	92	<b>Mean</b>	47 2=Partner
<b>Minimum</b>		<b>Maximum</b>	3163 -1/.N=Not Applic
			8 -7/.R=Refused
			3 -8/.D=Don't know
			49 SYSMIS/.

<b>Name</b>	P1U01a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Bothered by things	2180	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3183	<b>Mean</b>	640 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	266 3=Occasionally or Moderate
			97 4=Most or All
			2 -7/.R=Refused
			5 -8/.D=Don't know
			125 SYSMIS/.

<b>Name</b>	P1U01b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Your appetite was poor	2207	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3189	<b>Mean</b>	614 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	239 3=Occasionally or Moderate
			129 4=Most or All
			1 -7/.R=Refused
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P1U01c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Could not shake off the blues			2468	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source	451	2=Some or a Little
<b>Valid N</b>	3180	<b>Mean</b>		165	3=Occasionally or Moderate
<b>Minimum</b>		<b>Maximum</b>		96	4=Most or All
				3	-7/.R=Refused
				7	-8/.D=Don't know
				125	SYSMIS/.

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<b>Name</b>	P1U01d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Trouble keeping mind on track			2172	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source	678	2=Some or a Little
<b>Valid N</b>	3188	<b>Mean</b>		227	3=Occasionally or Moderate
<b>Minimum</b>		<b>Maximum</b>		111	4=Most or All
				2	-7/.R=Refused
				125	SYSMIS/.

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<b>Name</b>	P1U01e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Depressed			2274	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source	577	2=Some or a Little
<b>Valid N</b>	3187	<b>Mean</b>		198	3=Occasionally or Moderate
<b>Minimum</b>		<b>Maximum</b>		138	4=Most or All
				3	-7/.R=Refused
				125	SYSMIS/.

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<b>Name</b>	P1U01f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Everything was an effort			1737	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source	647	2=Some or a Little
<b>Valid N</b>	3174	<b>Mean</b>		323	3=Occasionally or Moderate
<b>Minimum</b>		<b>Maximum</b>		467	4=Most or All
				3	-7/.R=Refused
				13	-8/.D=Don't know
				125	SYSMIS/.

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<b>Name</b>	P1U01g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Fearful			2822	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source	262	2=Some or a Little
<b>Valid N</b>	3188	<b>Mean</b>		54	3=Occasionally or Moderate
<b>Minimum</b>		<b>Maximum</b>		50	4=Most or All
				2	-7/.R=Refused
				125	SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	P1U01h	Frequency	Code and Description
<b>Label</b>	P1: Your sleep was restless	1880	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3189	<b>Mean</b>	725 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	331 3=Occasionally or Moderate
			253 4=Most or All
			1 -7/.R=Refused
			125 SYSMIS/.

Name	P1U01i	Frequency	Code and Description
<b>Label</b>	P1: You talked less than usual	2503	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3188	<b>Mean</b>	475 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	121 3=Occasionally or Moderate
			89 4=Most or All
			1 -7/.R=Refused
			1 -8/.D=Don't know
			125 SYSMIS/.

Name	P1U01j	Frequency	Code and Description
<b>Label</b>	P1: You felt lonely	2516	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3187	<b>Mean</b>	442 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	139 3=Occasionally or Moderate
			90 4=Most or All
			2 -7/.R=Refused
			1 -8/.D=Don't know
			125 SYSMIS/.

Name	P1U01k	Frequency	Code and Description
<b>Label</b>	P1: You felt sad	2247	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3188	<b>Mean</b>	667 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	166 3=Occasionally or Moderate
			108 4=Most or All
			1 -7/.R=Refused
			1 -8/.D=Don't know
			125 SYSMIS/.

Name	P1U01l	Frequency	Code and Description
<b>Label</b>	P1: You could not get 'going'	2278	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3187	<b>Mean</b>	635 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	182 3=Occasionally or Moderate
			92 4=Most or All
			1 -7/.R=Refused
			2 -8/.D=Don't know
			125 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1Y01a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: R able to understand q's easily	3186	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3186	<b>Mean</b>	6.53
<b>Minimum</b>	1	<b>Maximum</b>	7
			1 -7/.R=Refused 1 -8/.D=Don't know 127 SYSMIS/.
<b>Name</b>	P1Y01b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: The respondent was truthful	3187	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3187	<b>Mean</b>	6.70
<b>Minimum</b>	1	<b>Maximum</b>	7
			1 -8/.D=Don't know 127 SYSMIS/.
<b>Name</b>	P1Y01c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: The respondent was accurate	3187	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3187	<b>Mean</b>	6.60
<b>Minimum</b>	1	<b>Maximum</b>	7
			1 -8/.D=Don't know 127 SYSMIS/.
<b>Name</b>	P1Y01d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: R Interested in the interview	3187	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3187	<b>Mean</b>	6.69
<b>Minimum</b>	1	<b>Maximum</b>	7
			1 -8/.D=Don't know 127 SYSMIS/.
<b>Name</b>	P1Y01e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Respondent was cooperative	3187	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3187	<b>Mean</b>	6.80
<b>Minimum</b>	1	<b>Maximum</b>	7
			1 -8/.D=Don't know 127 SYSMIS/.
<b>Name</b>	P1Y01f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: R had no English lang problem	3182	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3182	<b>Mean</b>	6.00
<b>Minimum</b>	1	<b>Maximum</b>	7
			6 -8/.D=Don't know 127 SYSMIS/.
<b>Name</b>	P1Y01g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Interviewed w/out interruptions	3187	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3187	<b>Mean</b>	6.31
<b>Minimum</b>	1	<b>Maximum</b>	7
			1 -8/.D=Don't know 127 SYSMIS/.
<b>Name</b>	P1Y01h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Your opinion about the data	3187	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3187	<b>Mean</b>	6.62
<b>Minimum</b>	1	<b>Maximum</b>	7
			1 -8/.D=Don't know 127 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P1Y_Z1			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P1: Interviewed with an interpreter			3164	0=No
<b>Format</b>	Num	<b>Type</b>	Source	24	1=Yes
<b>Valid N</b>	3188	<b>Mean</b>		127	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	P2_Lang			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Language			2058	1=English
<b>Format</b>	Num	<b>Type</b>	Source	2	1.5=Eng & Span
<b>Valid N</b>	2686	<b>Mean</b>		626	2=Spanish
<b>Minimum</b>		<b>Maximum</b>		629	SYSMIS/.
<b>Name</b>	P2_2Child			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: 2-child Interview status			2503	0=one child
<b>Format</b>	Num	<b>Type</b>	Source	89	1=child #1 (of 2)
<b>Valid N</b>	2686	<b>Mean</b>		88	2=child #2 (of 2)
<b>Minimum</b>		<b>Maximum</b>		2	3=ch #3(separate)
				2	11=ch #1(separate)
				2	12=ch #2(separate)
				629	SYSMIS/.
<b>Name</b>	P2_Date			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Interview completed date			728	Mar/early Apr 2007
<b>Format</b>	Num	<b>Type</b>	Source	1141	April 2007
<b>Valid N</b>	2686	<b>Mean</b>		817	May 2007
<b>Minimum</b>		<b>Maximum</b>		629	SYSMIS/.
<b>Name</b>	P2_RGender			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Respondent Gender			2507	1=Girl/female
<b>Format</b>	Num	<b>Type</b>	Source	179	2=Boy/male
<b>Valid N</b>	2686	<b>Mean</b>		629	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	P2_SC7			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Respondent birth date			210	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	2	-7/.R=Refused
<b>Valid N</b>	210	<b>Mean</b>	1974.66	1	-8/.D=Don't know
<b>Minimum</b>	1960	<b>Maximum</b>	1986	3102	SYSMIS/.
<b>Name</b>	P2_SC9			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Resp Relationship to child			2390	11=Bio/adopt/step mother
<b>Format</b>	Num	<b>Type</b>	Source	174	12=Bio/adopt/step father
<b>Valid N</b>	2686	<b>Mean</b>		90	17=(great)grandparent
<b>Minimum</b>		<b>Maximum</b>		32	31=Other
				629	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2_SC10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Are you child's legal guardian	9	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	16	<b>Mean</b>	7 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2564 -1/.N=Not Applic
			735 SYSMIS/.
<b>Name</b>	P2_Z01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Relat of (FIRST) to (SECOND CHILD)	8	1=Twin brother or sister
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	10	<b>Mean</b>	2 7=Brother or sister
<b>Minimum</b>		<b>Maximum</b>	2503 -1/.N=Not Applicable
			802 SYSMIS/.
<b>Name</b>	P2_Z02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Kids are identical/ fraternal twins	2	1=Identical
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	8	<b>Mean</b>	6 2=Fraternal
<b>Minimum</b>		<b>Maximum</b>	2505 -1/.N=Not Applic
			802 SYSMIS/.
<b>Name</b>	P2_Z03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Children have the same bio mother	2	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	2511 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	802 SYSMIS/.
<b>Name</b>	P2_Z04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Children have the same bio father	2	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	2511 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	802 SYSMIS/.
<b>Name</b>	P2B01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Number of adults living in household	72	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	72	<b>Mean</b>	2614 -1/.N=Not Applicable
<b>Minimum</b>	0	<b>Maximum</b>	1.75
			629 SYSMIS/.
<b>Name</b>	P2B02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Number of children living in house	72	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	72	<b>Mean</b>	2614 -1/.N=Not Applicable
<b>Minimum</b>	1	<b>Maximum</b>	2.64
			629 SYSMIS/.
<b>Name</b>	P2B03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Are preloaded HH members correct?	358	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2614	<b>Mean</b>	4 .5=No (but Yes in Blaise)
<b>Minimum</b>		<b>Maximum</b>	2252 1=Yes
			72 -1/.N=Not Applicable
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2B04_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 1 age	2683	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2683	<b>Mean</b>	3.47
<b>Minimum</b>	2	<b>Maximum</b>	6
<b>Name</b>	P2B05_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 1 relationship to child	40	9=Sister/half/stepmother
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2686	<b>Mean</b>	47
<b>Minimum</b>		<b>Maximum</b>	1
			12=Other relative or in-law (male)
			2598
			19=Focus child
			629 SYSMIS/.
<b>Name</b>	P2B06_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 1 attended Head Start	2686	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P2B07_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Currently in Head Start, person #01	2686	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P2B08_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Early Head Start, person #01	2686	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P2BHH_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 1 status in HH	2686	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2686	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P2BSI_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 1 still in HH	2686	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P2BDL_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 1 date left HH	2686	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2B04_02			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 2 age			2681	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	5	-9/.M=Missing
<b>Valid N</b>	2681	<b>Mean</b>	28.81	629	SYSMIS/.
<b>Minimum</b>	2	<b>Maximum</b>	74		
<b>Name</b>	P2B05_02			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 2 relationship to child			2239	1=Bio/adoptive mother
<b>Format</b>	Num	<b>Type</b>	Source	182	2=Bio/adoptive father
<b>Valid N</b>	2686	<b>Mean</b>		3	3=Stepmother
<b>Minimum</b>		<b>Maximum</b>		3	4=Stepfather
				71	5=Grandmother
				5	6=Grandfather
				7	7=Great grandmother
				33	9=Sister/half/sstepsister
				37	10=Brother/half/stepbrother
				19	11=Other relative or in-law (female)
				1	12=Other relative or in-law (male)
				11	13=Foster parent (female)
				3	15=Other non-relative (female)
				1	16=Other non-relative (male)
				1	17=Parent's partner (female)
				70	19=Focus child
				629	SYSMIS/.
<b>Name</b>	P2B06_02			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 2 attended Head Start			48	0=No
<b>Format</b>	Num	<b>Type</b>	Source	17	1=Yes
<b>Valid N</b>	65	<b>Mean</b>		2618	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		2	-8/.D=Don't know
				1	-9/.M=Missing
				629	SYSMIS/.
<b>Name</b>	P2B07_02			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Currently in Head Start, person #02			4	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source	2682	-1/.N=Not Applic
<b>Valid N</b>	4	<b>Mean</b>		629	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	P2B08_02			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Early Head Start, person #02			12	0=No
<b>Format</b>	Num	<b>Type</b>	Source	2674	-1/.N=Not Applic
<b>Valid N</b>	12	<b>Mean</b>		629	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2BHH_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 2 status in HH	2597	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2614	<b>Mean</b>	17 2=Left
<b>Minimum</b>		<b>Maximum</b>	72 -1/.N=Not Applicable
			629 SYSMIS/.

<b>Name</b>	P2BSI_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 2 still in HH	17	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	362	<b>Mean</b>	345 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2324 -1/.N=Not Applic
			629 SYSMIS/.

<b>Name</b>	P2BDL_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 2 date left HH	13	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	13	<b>Mean</b>	2669 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			3 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2B04_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 3 age	2554	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2554	<b>Mean</b>	26.32
<b>Minimum</b>	0	<b>Maximum</b>	87
			117 -1/.N=Not Applicable
			15 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P2B05_03	Frequency	Code and Description
<b>Label</b>	P2: Household member 3 relationship to child	246	1=Bio/adoptive mother
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2568	<b>Mean</b>	921 2=Bio/adoptive father
<b>Minimum</b>		<b>Maximum</b>	1 3=Stepmother
			82 4=Stepfather
			168 5=Grandmother
			81 6=Grandfather
			18 7=Great grandmother
			10 8=Great grandfather
			419 9=Sister/half/stepmother
			393 10=Brother/half/stepbrother
			77 11=Other relative or in-law (female)
			78 12=Other relative or in-law (male)
			3 14=Foster parent (male)
			17 15=Other non-relative (female)
			17 16=Other non-relative (male)
			4 17=Parent's partner (female)
			27 18=Parent's partner (male)
			6 19=Focus child
			117 -1/.N=Not Applicable
			1 -9/.M=Missing
			629 SYSMIS/.

Name	P2B06_03	Frequency	Code and Description
<b>Label</b>	P2: Household member 3 attended Head Start	53	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	83	<b>Mean</b>	30 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2600 -1/.N=Not Applic
			2 -8/.D=Don't know
			1 -9/.M=Missing
			629 SYSMIS/.

Name	P2B07_03	Frequency	Code and Description
<b>Label</b>	P2: Currently in Head Start, person #03	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2684 -1/.N=Not Applic
			629 SYSMIS/.

Name	P2B08_03	Frequency	Code and Description
<b>Label</b>	P2: Early Head Start, person #03	37	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	42	<b>Mean</b>	5 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2641 -1/.N=Not Applic
			3 -8/.D=Don't know
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

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Name	P2BHH_03	Frequency	Code and Description
<b>Label</b>	P2: Household member 3 status in HH	2397	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2501	<b>Mean</b>	26 1=Joined
<b>Minimum</b>		<b>Maximum</b>	78 2=Left
			185 -1/.N=Not Applicable
			629 SYSMIS/.

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Name	P2BSI_03	Frequency	Code and Description
<b>Label</b>	P2: Household member 3 still in HH	78	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	334	<b>Mean</b>	256 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2352 -1/.N=Not Applic
			629 SYSMIS/.

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Name	P2BDL_03	Frequency	Code and Description
<b>Label</b>	P2: Household member 3 date left HH	55	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	55	<b>Mean</b>	2608 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	5 -7/.R=Refused
			13 -8/.D=Don't know
			5 -9/.M=Missing
			629 SYSMIS/.

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Name	P2B04_04	Frequency	Code and Description
<b>Label</b>	P2: Household member 4 age	2118	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2118	<b>Mean</b>	15.62
<b>Minimum</b>	0	<b>Maximum</b>	87
			549 -1/.N=Not Applicable
			1 -7/.R=Refused
			18 -9/.M=Missing
			629 SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	P2B05_04	Frequency	Code and Description
<b>Label</b>	P2: Household member 4 relationship to child	25	1=Bio/adoptive mother
<b>Format</b>	Num	119	2=Bio/adoptive father
<b>Valid N</b>	2135	2	3=Stepmother
<b>Minimum</b>		9	4=Stepfather
		108	5=Grandmother
		86	6=Grandfather
		10	7=Great grandmother
		6	8=Great grandfather
		716	9=Sister/half/stepmother
		748	10=Brother/half/stepbrother
		119	11=Other relative or in-law (female)
		117	12=Other relative or in-law (male)
		1	13=Foster parent (female)
		18	15=Other non-relative (female)
		35	16=Other non-relative (male)
		1	17=Parent's partner (female)
		12	18=Parent's partner (male)
		3	19=Focus child
		549	-1/.N=Not Applicable
		2	-9/.M=Missing
		629	SYSMIS/.

Name	P2B06_04	Frequency	Code and Description
<b>Label</b>	P2: Household member 4 attended Head Start	70	0=No
<b>Format</b>	Num	30	1=Yes
<b>Valid N</b>	100	2584	-1/.N=Not Applic
<b>Minimum</b>		1	-8/.D=Don't know
		1	-9/.M=Missing
		629	SYSMIS/.

Name	P2B07_04	Frequency	Code and Description
<b>Label</b>	P2: Currently in Head Start, person #04	2	0=No
<b>Format</b>	Num	2	1=Yes
<b>Valid N</b>	4	2682	-1/.N=Not Applic
<b>Minimum</b>		629	SYSMIS/.

Name	P2B08_04	Frequency	Code and Description
<b>Label</b>	P2: Early Head Start, person #04	64	0=No
<b>Format</b>	Num	9	1=Yes
<b>Valid N</b>	73	2612	-1/.N=Not Applic
<b>Minimum</b>		1	-9/.M=Missing
		629	SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P2BHH_04			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 4 status in HH			1955	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source	58	1=Joined
<b>Valid N</b>	2082	<b>Mean</b>		69	2=Left
<b>Minimum</b>		<b>Maximum</b>		604	-1/.N=Not Applicable
				629	SYSMIS/.

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<b>Name</b>	P2BSI_04			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 4 still in HH			69	0=No
<b>Format</b>	Num	<b>Type</b>	Source	197	1=Yes
<b>Valid N</b>	266	<b>Mean</b>		2420	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		629	SYSMIS/.

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<b>Name</b>	P2BDL_04			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 4 date left HH			57	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	2617	-1/.N=Not Applicable
<b>Valid N</b>	57	<b>Mean</b>		2	-7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>		5	-8/.D=Don't know
				5	-9/.M=Missing
				629	SYSMIS/.

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<b>Name</b>	P2B04_05			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 5 age			1368	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1307	-1/.N=Not Applicable
<b>Valid N</b>	1368	<b>Mean</b>	13.17	11	-9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	85	629	SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	P2B05_05	Frequency	Code and Description
<b>Label</b>	P2: Household member 5 relationship to child	14	1=Bio/adoptive mother
<b>Format</b>	Num	65	2=Bio/adoptive father
<b>Valid N</b>	1377	2	3=Stepmother
<b>Minimum</b>		2	4=Stepfather
		44	5=Grandmother
		43	6=Grandfather
		4	7=Great grandmother
		4	8=Great grandfather
		447	9=Sister/half/sister
		484	10=Brother/half/stepbrother
		103	11=Other relative or in-law (female)
		114	12=Other relative or in-law (male)
		2	13=Foster parent (female)
		22	15=Other non-relative (female)
		19	16=Other non-relative (male)
		1	17=Parent's partner (female)
		1	18=Parent's partner (male)
		6	19=Focus child
		1307	-1/.N=Not Applicable
		1	-8/.D=Don't know
		1	-9/.M=Missing
		629	SYSMIS/.

Name	P2B06_05	Frequency	Code and Description
<b>Label</b>	P2: Household member 5 attended Head Start	74	0=No
<b>Format</b>	Num	15	1=Yes
<b>Valid N</b>	89	2592	-1/.N=Not Applicable
<b>Minimum</b>		5	-8/.D=Don't know
		629	SYSMIS/.

Name	P2B07_05	Frequency	Code and Description
<b>Label</b>	P2: Currently in Head Start, person #05	2	1=Yes
<b>Format</b>	Num	2684	-1/.N=Not Applicable
<b>Valid N</b>	2	629	SYSMIS/.
<b>Minimum</b>			

Name	P2B08_05	Frequency	Code and Description
<b>Label</b>	P2: Early Head Start, person #05	57	0=No
<b>Format</b>	Num	6	1=Yes
<b>Valid N</b>	63	2622	-1/.N=Not Applicable
<b>Minimum</b>		1	-8/.D=Don't know
		629	SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P2BHH_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 5 status in HH	1236	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1349	<b>Mean</b>	71 1=Joined
<b>Minimum</b>		<b>Maximum</b>	42 2=Left
			1337 -1/.N=Not Applicable
			629 SYSMIS/.

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<b>Name</b>	P2BSI_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 5 still in HH	42	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	176	<b>Mean</b>	134 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2510 -1/.N=Not Applic
			629 SYSMIS/.

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<b>Name</b>	P2BDL_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 5 date left HH	35	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	35	<b>Mean</b>	2644 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			4 -8/.D=Don't know
			2 -9/.M=Missing
			629 SYSMIS/.

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<b>Name</b>	P2B04_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 6 age	729	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	729	<b>Mean</b>	12.70
<b>Minimum</b>	0	<b>Maximum</b>	80
			1956 -1/.N=Not Applicable
			1 -9/.M=Missing
			629 SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	P2B05_06	Frequency	Code and Description
<b>Label</b>	P2: Household member 6 relationship to child	12	1=Bio/adoptive mother
<b>Format</b>	Num	32	2=Bio/adoptive father
<b>Valid N</b>	729	2	4=Stepfather
<b>Minimum</b>		17	5=Grandmother
		17	6=Grandfather
		6	7=Great grandmother
		218	9=Sister/half/sister
		245	10=Brother/half/stepbrother
		70	11=Other relative or in-law (female)
		80	12=Other relative or in-law (male)
		1	14=Foster parent (male)
		8	15=Other non-relative (female)
		14	16=Other non-relative (male)
		1	17=Parent's partner (female)
		4	18=Parent's partner (male)
		2	19=Focus child
		1956	-1/.N=Not Applicable
		1	-9/.M=Missing
		629	SYSMIS/.

Name	P2B06_06	Frequency	Code and Description
<b>Label</b>	P2: Household member 6 attended Head Start	44	0=No
<b>Format</b>	Num	12	1=Yes
<b>Valid N</b>	56	2625	-1/.N=Not Applicable
<b>Minimum</b>		5	-8/.D=Don't know
		629	SYSMIS/.

Name	P2B07_06	Frequency	Code and Description
<b>Label</b>	P2: Currently in Head Start, person #06	1	1=Yes
<b>Format</b>	Num	2685	-1/.N=Not Applicable
<b>Valid N</b>	1	629	SYSMIS/.
<b>Minimum</b>			

Name	P2B08_06	Frequency	Code and Description
<b>Label</b>	P2: Early Head Start, person #06	41	0=No
<b>Format</b>	Num	1	1=Yes
<b>Valid N</b>	42	2643	-1/.N=Not Applicable
<b>Minimum</b>		1	-8/.D=Don't know
		629	SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P2BHH_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 6 status in HH	632	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	714	<b>Mean</b>	48 1=Joined
<b>Minimum</b>		<b>Maximum</b>	34 2=Left
			1972 -1/.N=Not Applicable
			629 SYSMIS/.

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<b>Name</b>	P2BSI_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 6 still in HH	34	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	107	<b>Mean</b>	73 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2579 -1/.N=Not Applic
			629 SYSMIS/.

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<b>Name</b>	P2BDL_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 6 date left HH	26	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	26	<b>Mean</b>	2652 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	5 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.

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<b>Name</b>	P2B04_07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 7 age	334	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	334	<b>Mean</b>	11.95
<b>Minimum</b>	0	<b>Maximum</b>	89
			2349 -1/.N=Not Applicable
			3 -9/.M=Missing
			629 SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	P2B05_07	Frequency	Code and Description
<b>Label</b>	P2: Household member 7 relationship to child	3	1=Bio/adoptive mother
<b>Format</b>	Num	18	2=Bio/adoptive father
<b>Valid N</b>	336	2	4=Stepfather
<b>Minimum</b>		11	5=Grandmother
		5	6=Grandfather
		2	7=Great grandmother
		89	9=Sister/half/sister
		96	10=Brother/half/stepbrother
		49	11=Other relative or in-law (female)
		48	12=Other relative or in-law (male)
		1	13=Foster parent (female)
		1	14=Foster parent (male)
		5	15=Other non-relative (female)
		4	16=Other non-relative (male)
		1	17=Parent's partner (female)
		1	19=Focus child
		2349	-1/.N=Not Applicable
		1	-9/.M=Missing
		629	SYSMIS/.

Name	P2B06_07	Frequency	Code and Description
<b>Label</b>	P2: Household member 7 attended Head Start	17	0=No
<b>Format</b>	Num	5	1=Yes
<b>Valid N</b>	22	2661	-1/.N=Not Applic
<b>Minimum</b>		1	-8/.D=Don't know
		2	-9/.M=Missing
		629	SYSMIS/.

Name	P2B07_07	Frequency	Code and Description
<b>Label</b>	P2: Currently in Head Start, person #07	1	1=Yes
<b>Format</b>	Num	2685	-1/.N=Not Applic
<b>Valid N</b>	1	629	SYSMIS/.
<b>Minimum</b>			

Name	P2B08_07	Frequency	Code and Description
<b>Label</b>	P2: Early Head Start, person #07	14	0=No
<b>Format</b>	Num	1	1=Yes
<b>Valid N</b>	15	2671	-1/.N=Not Applic
<b>Minimum</b>		629	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2BHH_07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 7 status in HH	286	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	328	<b>Mean</b>	16 1=Joined
<b>Minimum</b>		<b>Maximum</b>	26 2=Left
			2358 -1/.N=Not Applicable
			629 SYSMIS/.
<b>Name</b>	P2BSI_07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 7 still in HH	26	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	69	<b>Mean</b>	43 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2617 -1/.N=Not Applic
			629 SYSMIS/.
<b>Name</b>	P2BDL_07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 7 date left HH	25	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	25	<b>Mean</b>	2660 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2B04_08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 8 age	159	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	159	<b>Mean</b>	10.20
<b>Minimum</b>	0	<b>Maximum</b>	60
			2525 -1/.N=Not Applicable
			2 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2B05_08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 8 relationship to child	3	1=Bio/adoptive mother
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	161	<b>Mean</b>	7 2=Bio/adoptive father
<b>Minimum</b>		<b>Maximum</b>	3 5=Grandmother
			2 6=Grandfather
			37 9=Sister/half/stepsister
			47 10=Brother/half/stepbrother
			31 11=Other relative or in-law (female)
			23 12=Other relative or in-law (male)
			1 13=Foster parent (female)
			5 15=Other non-relative (female)
			2 16=Other non-relative (male)
			2525 -1/.N=Not Applicable
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2B06_08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 8 attended Head Start	13	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	17	<b>Mean</b>	4 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2667 -1/.N=Not Applic
			1 -8/.D=Don't know
			1 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2B07_08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Currently in Head Start, person #08	1	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	2685 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	629 SYSMIS/.

<b>Name</b>	P2B08_08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Early Head Start, person #08	14	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	14	<b>Mean</b>	2672 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	629 SYSMIS/.

<b>Name</b>	P2BHH_08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 8 status in HH	130	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	158	<b>Mean</b>	16 1=Joined
<b>Minimum</b>		<b>Maximum</b>	12 2=Left
			2528 -1/.N=Not Applicable
			629 SYSMIS/.

<b>Name</b>	P2BSI_08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 8 still in HH	12	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	35	<b>Mean</b>	23 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2651 -1/.N=Not Applic
			629 SYSMIS/.

<b>Name</b>	P2BDL_08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 8 date left HH	11	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	11	<b>Mean</b>	2674 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2B04_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 9 age	80	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	80	<b>Mean</b>	2605 -1/.N=Not Applicable
<b>Minimum</b>	0	<b>Maximum</b>	10.24
			1 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2B05_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 9 relationship to child	1	1=Bio/adoptive mother
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	81	<b>Mean</b>	4 2=Bio/adoptive father
<b>Minimum</b>		<b>Maximum</b>	18 9=Sister/half/sstepsister
			18 10=Brother/half/stepbrother
			13 11=Other relative or in-law (female)
			22 12=Other relative or in-law (male)
			1 15=Other non-relative (female)
			4 16=Other non-relative (male)
			2605 -1/.N=Not Applicable
			629 SYSMIS/.
<b>Name</b>	P2B06_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 9 attended Head Start	13	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	17	<b>Mean</b>	4 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2669 -1/.N=Not Applic
			629 SYSMIS/.
<b>Name</b>	P2B07_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Currently in Head Start, person #09	2686	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	629 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P2B08_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Early Head Start, person #09	7	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	8	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2678 -1/.N=Not Applic
			629 SYSMIS/.
<b>Name</b>	P2BHH_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 9 status in HH	54	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	80	<b>Mean</b>	16 1=Joined
<b>Minimum</b>		<b>Maximum</b>	10 2=Left
			2606 -1/.N=Not Applicable
			629 SYSMIS/.
<b>Name</b>	P2BSI_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 9 still in HH	10	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	21	<b>Mean</b>	11 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2665 -1/.N=Not Applic
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2BDL_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 9 date left HH	10	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	10	<b>Mean</b>	2676 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	629 SYSMIS/.
<b>Name</b>	P2B04_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 10 age	33	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	33	<b>Mean</b>	2652 -1/.N=Not Applicable
<b>Minimum</b>	0	<b>Maximum</b>	9.06
			1 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2B05_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 10 relationship to child	1	1=Bio/adoptive mother
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	34	<b>Mean</b>	10 9=Sister/half/sister
<b>Minimum</b>		<b>Maximum</b>	4 10=Brother/half/stepbrother
			8 11=Other relative or in-law (female)
			9 12=Other relative or in-law (male)
			2 16=Other non-relative (male)
			2652 -1/.N=Not Applicable
			629 SYSMIS/.
<b>Name</b>	P2B06_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 10 attended Head Start	6	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	7	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2679 -1/.N=Not Applic
			629 SYSMIS/.
<b>Name</b>	P2B07_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Currently in Head Start, person #10	2686	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	629 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P2B08_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Early Head Start, person #10	3	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3	<b>Mean</b>	2683 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	629 SYSMIS/.
<b>Name</b>	P2BHH_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 10 status in HH	20	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	34	<b>Mean</b>	7 1=Joined
<b>Minimum</b>		<b>Maximum</b>	7 2=Left
			2652 -1/.N=Not Applicable
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2BSI_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 10 still in HH	7	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	8	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2678 -1/.N=Not Applic
			629 SYSMIS/.
<b>Name</b>	P2BDL_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 10 date left HH	7	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	7	<b>Mean</b>	2679 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	629 SYSMIS/.
<b>Name</b>	P2B04_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 11 age	12	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	12	<b>Mean</b>	2674 -1/.N=Not Applicable
<b>Minimum</b>	0	<b>Maximum</b>	8.42
			629 SYSMIS/.
<b>Name</b>	P2B05_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 11 relationship to child	3	10=Brother/half/stepbrother
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	12	<b>Mean</b>	4 11=Other relative or in-law (female)
<b>Minimum</b>		<b>Maximum</b>	5 12=Other relative or in-law (male)
			2674 -1/.N=Not Applicable
			629 SYSMIS/.
<b>Name</b>	P2B06_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 11 attended Head Start	2	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2683 -1/.N=Not Applic
			629 SYSMIS/.
<b>Name</b>	P2B07_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Currently in Head Start, person #11	2686	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	629 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P2B08_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Early Head Start, person #11	2	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2683 -1/.N=Not Applic
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2BHH_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 11 status in HH	5	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	12	<b>Mean</b>	4 1=Joined
<b>Minimum</b>		<b>Maximum</b>	3 2=Left
			2674 -1/.N=Not Applicable
			629 SYSMIS/.
<b>Name</b>	P2BSI_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 11 still in HH	3	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3	<b>Mean</b>	2683 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	629 SYSMIS/.
<b>Name</b>	P2BDL_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 11 date left HH	3	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3	<b>Mean</b>	2683 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	629 SYSMIS/.
<b>Name</b>	P2B04_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 12 age	5	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	5	<b>Mean</b>	2681 -1/.N=Not Applicable
<b>Minimum</b>	0	<b>Maximum</b>	8.60
			24
<b>Name</b>	P2B05_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 12 relationship to child	1	2=Bio/adoptive father
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	5	<b>Mean</b>	1 9=Sister/half/sstepsister
<b>Minimum</b>		<b>Maximum</b>	1 10=Brother/half/stepbrother
			1 11=Other relative or in-law (female)
			1 12=Other relative or in-law (male)
			2681 -1/.N=Not Applicable
			629 SYSMIS/.
<b>Name</b>	P2B06_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 12 attended Head Start	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2684 -1/.N=Not Applic
			629 SYSMIS/.
<b>Name</b>	P2B07_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Currently in Head Start, person #12	2686	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	629 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2B08_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Early Head Start, person #12	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2684 -1/.N=Not Applic 629 SYSMIS/.
<b>Name</b>	P2BHH_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 12 status in HH	2	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	5	<b>Mean</b>	2 1=Joined
<b>Minimum</b>		<b>Maximum</b>	1 2=Left 2681 -1/.N=Not Applicable 629 SYSMIS/.
<b>Name</b>	P2BSI_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 12 still in HH	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2684 -1/.N=Not Applic 629 SYSMIS/.
<b>Name</b>	P2BDL_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 12 date left HH	1	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	2685 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	629 SYSMIS/.
<b>Name</b>	P2B04_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 13 age	2	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	2684 -1/.N=Not Applicable
<b>Minimum</b>	5	<b>Maximum</b>	6.50 629 SYSMIS/.
<b>Name</b>	P2B05_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 13 relationship to child	1	10=Brother/half/stepbrother
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	1 12=Other relative or in-law (male)
<b>Minimum</b>		<b>Maximum</b>	2684 -1/.N=Not Applicable 629 SYSMIS/.
<b>Name</b>	P2B06_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 13 attended Head Start	1	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	2685 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	629 SYSMIS/.
<b>Name</b>	P2B07_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Currently in Head Start, person #13	1	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	2685 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2B08_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Early Head Start, person #13	1	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	2685 -1/.N=Not Applic 629 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P2BHH_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 13 status in HH	1	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	1 1=Joined 2684 -1/.N=Not Applicable 629 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P2BSI_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 13 still in HH	1	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	2685 -1/.N=Not Applic 629 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P2BDL_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 13 date left HH	2686	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	629 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P2B04_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 14 age	2	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	2684 -1/.N=Not Applicable 4.00 629 SYSMIS/.
<b>Minimum</b>	1	<b>Maximum</b>	7
<b>Name</b>	P2B05_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 14 relationship to child	1	9=Sister/half/sistersister
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	1 11=Other relative or in-law (female) 2684 -1/.N=Not Applicable 629 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P2B06_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 14 attended Head Start	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	2685 -1/.N=Not Applic 629 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P2B07_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Currently in Head Start, person #14	2686	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	629 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2B08_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Early Head Start, person #14	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	2685 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	629 SYSMIS/.
<b>Name</b>	P2BHH_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 14 status in HH	1	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	1 1=Joined
<b>Minimum</b>		<b>Maximum</b>	2684 -1/.N=Not Applicable
			629 SYSMIS/.
<b>Name</b>	P2BSI_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 14 still in HH	1	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	2685 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	629 SYSMIS/.
<b>Name</b>	P2BDL_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 14 date left HH	2686	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	629 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P2B04_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 15 age	1	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	2685 -1/.N=Not Applicable
<b>Minimum</b>	4	<b>Maximum</b>	4.00
			629 SYSMIS/.
<b>Name</b>	P2B05_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 15 relationship to child	1	9=Sister/half/sistersister
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	2685 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	629 SYSMIS/.
<b>Name</b>	P2B06_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 15 attended Head Start	2686	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	629 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P2B07_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Currently in Head Start, person #15	2686	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	629 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2B08_15			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Early Head Start, person #15			2686	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source	629	SYSMIS/.
<b>Valid N</b>	0	<b>Mean</b>			
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	P2BHH_15			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 15 status in HH			1	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source	2685	-1/.N=Not Applicable
<b>Valid N</b>	1	<b>Mean</b>		629	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	P2BSI_15			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 15 still in HH			1	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source	2685	-1/.N=Not Applic
<b>Valid N</b>	1	<b>Mean</b>		629	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	P2BDL_15			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Household member 15 date left HH			2686	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source	629	SYSMIS/.
<b>Valid N</b>	0	<b>Mean</b>			
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	P2B09			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R marital status w/ other parent in HH			710	1=married
<b>Format</b>	Num	<b>Type</b>	Source	4	2=divorced
<b>Valid N</b>	1016	<b>Mean</b>		13	3=separated
<b>Minimum</b>		<b>Maximum</b>		289	4=not married
				1412	-1/.N=Not Applic
				2	-7/.R=Refused
				256	-9/.M=Missing
				629	SYSMIS/.
<b>Name</b>	P2B10			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R relationship status w/ oth parent in HH			269	1=we are romantically involved on a steady basis
<b>Format</b>	Num	<b>Type</b>	Source	10	2=involved in an on-again/off-again relationship
<b>Valid N</b>	303	<b>Mean</b>		10	3=we are just friends
<b>Minimum</b>		<b>Maximum</b>		14	4=we are not in any kind of relationship
				2122	-1/.N=Not Applicable
				3	-7/.R=Refused
				2	-8/.D=Don't know
				256	-9/.M=Missing
				629	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2C03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: # dys/wk child attended HS program	2685	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2685	<b>Mean</b>	4.58
<b>Minimum</b>	1	<b>Maximum</b>	7
<b>Frequency</b>		1	-8/.D=Don't know
		629	SYSMIS/.
<b>Name</b>	P2C04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: # of hrs/ wk child attended HS prog	2674	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2674	<b>Mean</b>	23.86
<b>Minimum</b>	1	<b>Maximum</b>	56
<b>Frequency</b>		12	-8/.D=Don't know
		629	SYSMIS/.
<b>Name</b>	P2C05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: # of days child absent from HS prog	2604	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2604	<b>Mean</b>	6.91
<b>Minimum</b>	0	<b>Maximum</b>	120
<b>Frequency</b>		82	-8/.D=Don't know
		629	SYSMIS/.
<b>Name</b>	P2C05a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Estimate of HS absences - ranges	1	0=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	79	<b>Mean</b>	59
<b>Minimum</b>		<b>Maximum</b>	19
			2=16 days or more
		2604	-1/.N=Not Applic
		3	-8/.D=Don't know
		629	SYSMIS/.
<b>Name</b>	P2C06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Estimate absences - ranges < 16 days	13	1=1 to 5 days
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	57	<b>Mean</b>	28
<b>Minimum</b>		<b>Maximum</b>	16
			3=11 - 15 days
		2624	-1/.N=Not Applic
		5	-8/.D=Don't know
		629	SYSMIS/.
<b>Name</b>	P2C07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Estimate absences - ranges > 15 days	11	4=16 - 20 days
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	19	<b>Mean</b>	4
<b>Minimum</b>		<b>Maximum</b>	2
			6=31 - 40 days
		2664	-1/.N=Not Applicable
		3	-8/.D=Don't know
		629	SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P2C08	Frequency	Code and Description
<b>Label</b>	P2: Most frequent reason for HS absence	261	1=Illness (child)
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	386	<b>Mean</b>	23 2=Illness (family member) or family emergency
<b>Minimum</b>		<b>Maximum</b>	15 3=Conflict w/parent's work/school schedule, no child care
			19 4=Lack of transportation
			5 5=Bad weather
			6 6=Child did not want to go
			9 7=Parent decision not to send child or to send child elsewhere
			48 8=Other
			2286 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			11 -9/.M=Missing
			629 SYSMIS/.

Name	P2D01	Frequency	Code and Description
<b>Label</b>	P2: Freq. child read to in past week	74	1=not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2678	<b>Mean</b>	611 2=once or twice
<b>Minimum</b>		<b>Maximum</b>	1075 3=3+ times, but not daily
			918 4=every day
			8 -9/.M=Missing
			629 SYSMIS/.

Name	P2D02	Frequency	Code and Description
<b>Label</b>	P2: No of minutes/day child is read to	2671	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2671	<b>Mean</b>	22.25
<b>Minimum</b>	0	<b>Maximum</b>	120
			1 -7/.R=Refused
			6 -8/.D=Don't know
			8 -9/.M=Missing
			629 SYSMIS/.

Name	P2D03a	Frequency	Code and Description
<b>Label</b>	P2: Told [him/her] a story	464	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2673	<b>Mean</b>	2209 1=Yes
<b>Minimum</b>		<b>Maximum</b>	5 -8/.D=Don't know
			8 -9/.M=Missing
			629 SYSMIS/.

Name	P2D03b	Frequency	Code and Description
<b>Label</b>	P2: Taught child letters, words, numb	100	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2678	<b>Mean</b>	2578 1=Yes
<b>Minimum</b>		<b>Maximum</b>	8 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2D03c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Taught child songs or music	377	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2678	<b>Mean</b>	2301 1=Yes
<b>Minimum</b>		<b>Maximum</b>	8 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2D03d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Worked on arts/crafts with child	837	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2672	<b>Mean</b>	1835 1=Yes
<b>Minimum</b>		<b>Maximum</b>	6 -8/.D=Don't know
			8 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2D03e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Played with toys/games indoors	56	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2678	<b>Mean</b>	2622 1=Yes
<b>Minimum</b>		<b>Maximum</b>	8 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2D03f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Played game, sport, exercise	254	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2678	<b>Mean</b>	2424 1=Yes
<b>Minimum</b>		<b>Maximum</b>	8 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2D03g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Took child on errands	118	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2677	<b>Mean</b>	2559 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			8 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2D03h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Involved child in household chores	192	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2678	<b>Mean</b>	2486 1=Yes
<b>Minimum</b>		<b>Maximum</b>	8 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2D03i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Talk about what happened in HS	118	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2677	<b>Mean</b>	2559 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			8 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2D03j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Talked about TV programs/videos	577	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2677	<b>Mean</b>	2100 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			8 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2D03k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Played counting games	314	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2677	<b>Mean</b>	2363 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			8 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2D04a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Visited a library w/child	1666	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2676	<b>Mean</b>	1010 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
			8 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2D04b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Gone to a movie w/child	1499	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2677	<b>Mean</b>	1178 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			8 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2D04c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Gone to a play or concert w/child	2114	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2678	<b>Mean</b>	564 1=Yes
<b>Minimum</b>		<b>Maximum</b>	8 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2D04d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Gone to a mall w/child	516	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2678	<b>Mean</b>	2162 1=Yes
<b>Minimum</b>		<b>Maximum</b>	8 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2D04e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Visited art gallery or museum	2125	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2678	<b>Mean</b>	553 1=Yes
<b>Minimum</b>		<b>Maximum</b>	8 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2D04f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Visited playground or park			274	0=No
<b>Format</b>	Num	<b>Type</b>	Source	2404	1=Yes
<b>Valid N</b>	2678	<b>Mean</b>		8	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>		629	SYSMIS/.
<b>Name</b>	P2D04g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Visited zoo or aquarium with child			2019	0=No
<b>Format</b>	Num	<b>Type</b>	Source	659	1=Yes
<b>Valid N</b>	2678	<b>Mean</b>		8	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>		629	SYSMIS/.
<b>Name</b>	P2D04h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Talked with child about heritage			1278	0=No
<b>Format</b>	Num	<b>Type</b>	Source	1397	1=Yes
<b>Valid N</b>	2675	<b>Mean</b>		3	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		8	-9/.M=Missing
				629	SYSMIS/.
<b>Name</b>	P2D04i			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Attend event sponsored by community			1416	0=No
<b>Format</b>	Num	<b>Type</b>	Source	1260	1=Yes
<b>Valid N</b>	2676	<b>Mean</b>		2	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		8	-9/.M=Missing
				629	SYSMIS/.
<b>Name</b>	P2D04j			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Attended athletic event with child			1809	0=No
<b>Format</b>	Num	<b>Type</b>	Source	868	1=Yes
<b>Valid N</b>	2677	<b>Mean</b>		1	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		8	-9/.M=Missing
				629	SYSMIS/.
<b>Name</b>	P2D04k			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Attended church activity/school			1157	0=No
<b>Format</b>	Num	<b>Type</b>	Source	1521	1=Yes
<b>Valid N</b>	2678	<b>Mean</b>		8	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>		629	SYSMIS/.
<b>Name</b>	P2D05			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: No of childrens books in household			2674	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	4	-8/.D=Don't know
<b>Valid N</b>	2674	<b>Mean</b>	41.08	8	-9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	300	629	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2D06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R frequency of reading during pst wk	130	1=not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2678	<b>Mean</b>	690 2=once or twice
<b>Minimum</b>		<b>Maximum</b>	802 3=3+ times, but not daily
			1056 4=every day
			8 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2D07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Other language spoken in home	82	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	147	<b>Mean</b>	65 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2482 -1/.N=Not Applic
			57 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2D08_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: In home- French	64	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	65	<b>Mean</b>	1 11=French
<b>Minimum</b>		<b>Maximum</b>	2564 -1/.N=Not Applicable
			57 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2D08_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: In home- Spanish	21	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	65	<b>Mean</b>	44 12=Spanish
<b>Minimum</b>		<b>Maximum</b>	2564 -1/.N=Not Applicable
			57 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2D08_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: In home- Haitian Creole	64	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	65	<b>Mean</b>	1 15=Haitian Creole
<b>Minimum</b>		<b>Maximum</b>	2564 -1/.N=Not Applicable
			57 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2D08_19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: In home- Vietnamese	60	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	65	<b>Mean</b>	5 19=Vietnamese
<b>Minimum</b>		<b>Maximum</b>	2564 -1/.N=Not Applicable
			57 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P2D08_20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: In home- Arabic	62	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	65	<b>Mean</b>	3 20=Arabic
<b>Minimum</b>		<b>Maximum</b>	2564 -1/.N=Not Applicable
			57 -9/.M=Missing
			629 SYSMIS/.

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<b>Name</b>	P2D08_21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: In home- Other	58	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	65	<b>Mean</b>	7 21=Other
<b>Minimum</b>		<b>Maximum</b>	2564 -1/.N=Not Applicable
			57 -9/.M=Missing
			629 SYSMIS/.

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<b>Name</b>	P2D08_30	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: In home- African language	60	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	65	<b>Mean</b>	5 30=African language
<b>Minimum</b>		<b>Maximum</b>	2564 -1/.N=Not Applicable
			57 -9/.M=Missing
			629 SYSMIS/.

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<b>Name</b>	P2D08_31	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: In home- American Indian/Alaskan	65	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	65	<b>Mean</b>	2564 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	57 -9/.M=Missing
			629 SYSMIS/.

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<b>Name</b>	P2D09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R's First Language	25	12=Spanish
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	65	<b>Mean</b>	1 15=Haitian Creole
<b>Minimum</b>		<b>Maximum</b>	5 19=Vietnamese
			2 20=Arabic
			7 21=Other
			20 25=English
			5 30=African language
			2564 -1/.N=Not Applicable
			57 -9/.M=Missing
			629 SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	P2D10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Language spoke often to child	23	12=Spanish
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	65	<b>Mean</b>	1 15=Haitian Creole
<b>Minimum</b>		<b>Maximum</b>	4 19=Vietnamese
			2 20=Arabic
			6 21=Other
			23 25=English
			6 30=African language
			2564 -1/.N=Not Applicable
			57 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2D12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Language(s) child first learned	5	1=English
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	42	<b>Mean</b>	22 2=Spanish
<b>Minimum</b>		<b>Maximum</b>	1 3=English and Spanish equally
			14 5=Another language
			2587 -1/.N=Not Applicable
			57 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2D12a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Lang child 1st learned to speak (w/English)	2686	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	629 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P2D12b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Language child first learned to speak	1	21=Other
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	2685 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	629 SYSMIS/.
<b>Name</b>	P2D13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2:Language(s) child speaks most at home	14	1=English
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	42	<b>Mean</b>	12 2=Spanish
<b>Minimum</b>		<b>Maximum</b>	5 3=English and Spanish equally
			11 5=Another language
			2587 -1/.N=Not Applicable
			57 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2D13a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Lang child speaks most at home (w/English)	2686	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	629 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2D13b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Language child speaks most at home	1	21=Other
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	2685 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	629 SYSMIS/.

<b>Name</b>	P2D14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Lang(s) child is mostly read to by R	11	1=English
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	41	<b>Mean</b>	17 2=Language from D10
<b>Minimum</b>		<b>Maximum</b>	11 3=Both (English & D10)
			2 4=Doesn't read to child
			2587 -1/.N=Not Applicable
			1 -8/.D=Don't know
			57 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2D15a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: How well R understands English	1	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	38	<b>Mean</b>	18 2=Not well
<b>Minimum</b>		<b>Maximum</b>	12 3=Well
			7 4=Very well
			2591 -1/.N=Not Applic
			57 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2D15b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: How well R speaks English	1	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	38	<b>Mean</b>	17 2=Not well
<b>Minimum</b>		<b>Maximum</b>	13 3=Well
			7 4=Very well
			2591 -1/.N=Not Applic
			57 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2D15c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: How well R reads English	5	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	38	<b>Mean</b>	14 2=Not well
<b>Minimum</b>		<b>Maximum</b>	10 3=Well
			9 4=Very well
			2591 -1/.N=Not Applic
			57 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2D16a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: How well R reads first language	2	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	38	<b>Mean</b>	1 2=Not well
<b>Minimum</b>		<b>Maximum</b>	8 3=Well
			27 4=Very well
			2591 -1/.N=Not Applic
			57 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2D16b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: How well R writes first language	2	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	38	<b>Mean</b>	2 2=Not well
<b>Minimum</b>		<b>Maximum</b>	12 3=Well
			22 4=Very well
			2591 -1/.N=Not Applic
			57 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2D17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Someone able to speak language	9	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	38	<b>Mean</b>	29 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2591 -1/.N=Not Applic
			57 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2D18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child want to speak in language	15	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	23	<b>Mean</b>	8 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2663 -1/.N=Not Applic
			629 SYSMIS/.

<b>Name</b>	P2D19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Someone in class to speak lang	2	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	8	<b>Mean</b>	6 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2678 -1/.N=Not Applic
			629 SYSMIS/.

<b>Name</b>	P2E01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: TV in Child's household	6	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2686	<b>Mean</b>	2680 1=Yes
<b>Minimum</b>		<b>Maximum</b>	629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2E02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Computer in household child can use	1094	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2686	<b>Mean</b>	1592 1=Yes
<b>Minimum</b>		<b>Maximum</b>	629 SYSMIS/.
<b>Name</b>	P2E03a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child spent time watching TV	207	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2679	<b>Mean</b>	2472 1=Yes
<b>Minimum</b>		<b>Maximum</b>	6 -1/.N=Not Applic 1 -8/.D=Don't know 629 SYSMIS/.
<b>Name</b>	P2E03b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child spent time watching video/DVD	673	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2679	<b>Mean</b>	2006 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -1/.N=Not Applic 3 -8/.D=Don't know 629 SYSMIS/.
<b>Name</b>	P2E03c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child spent time playing outside	260	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2684	<b>Mean</b>	2424 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know 629 SYSMIS/.
<b>Name</b>	P2E03d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Spent time reading or being read to	265	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2686	<b>Mean</b>	2421 1=Yes
<b>Minimum</b>		<b>Maximum</b>	629 SYSMIS/.
<b>Name</b>	P2E03e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child spent time playing video games	1927	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2680	<b>Mean</b>	753 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know 4 -9/.M=Missing 629 SYSMIS/.
<b>Name</b>	P2E03f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Spent time playing inside with toys	47	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2686	<b>Mean</b>	2639 1=Yes
<b>Minimum</b>		<b>Maximum</b>	629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2E03g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Spent time playing computer games	665	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1592	<b>Mean</b>	927 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1094 -1/.N=Not Applic 629 SYSMIS/.

<b>Name</b>	P2E03h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Used PC for s/thing oth than games	1109	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1591	<b>Mean</b>	482 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1094 -1/.N=Not Applic 1 -8/.D=Don't know 629 SYSMIS/.

<b>Name</b>	P2E04a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Time spent watching TV	496	1=More than two hours
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2471	<b>Mean</b>	1386 2=One to two hours
<b>Minimum</b>		<b>Maximum</b>	589 3=Less than one hour 213 -1/.N=Not Applicable 2 -8/.D=Don't know 629 SYSMIS/.

<b>Name</b>	P2E04b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Time spent watching video/ DVD	252	1=More than two hours
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2001	<b>Mean</b>	1207 2=One to two hours
<b>Minimum</b>		<b>Maximum</b>	542 3=Less than one hour 677 -1/.N=Not Applicable 8 -8/.D=Don't know 629 SYSMIS/.

<b>Name</b>	P2E04c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Time spent playing outside	984	1=More than two hours
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2422	<b>Mean</b>	1101 2=One to two hours
<b>Minimum</b>		<b>Maximum</b>	337 3=Less than one hour 260 -1/.N=Not Applicable 4 -8/.D=Don't know 629 SYSMIS/.

<b>Name</b>	P2E04d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Time spent reading or being read to	108	1=More than two hours
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2420	<b>Mean</b>	520 2=One to two hours
<b>Minimum</b>		<b>Maximum</b>	1792 3=Less than one hour 265 -1/.N=Not Applicable 1 -8/.D=Don't know 629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2E04e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Time spent playing video games	54	1=More than two hours
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	753	<b>Mean</b>	228 2=One to two hours
<b>Minimum</b>		<b>Maximum</b>	471 3=Less than one hour
			1927 -1/.N=Not Applicable
			2 -8/.D=Don't know
			4 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2E04f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Time spent playing inside with toys	1002	1=More than two hours
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2636	<b>Mean</b>	1197 2=One to two hours
<b>Minimum</b>		<b>Maximum</b>	437 3=Less than one hour
			47 -1/.N=Not Applicable
			3 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2E04g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Time spent playing computer games	45	1=More than two hours
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	924	<b>Mean</b>	285 2=One to two hours
<b>Minimum</b>		<b>Maximum</b>	594 3=Less than one hour
			1759 -1/.N=Not Applicable
			3 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2E04h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Time spent on PC other than games	16	1=More than two hours
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	479	<b>Mean</b>	121 2=One to two hours
<b>Minimum</b>		<b>Maximum</b>	342 3=Less than one hour
			2203 -1/.N=Not Applicable
			4 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2E05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child watches TV/video where sleeps	1190	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2680	<b>Mean</b>	1490 1=Yes
<b>Minimum</b>		<b>Maximum</b>	6 -1/.N=Not Applic
			629 SYSMIS/.

<b>Name</b>	P2E06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Yard available where child plays	211	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2685	<b>Mean</b>	2474 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2E07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Playground where child plays	863	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2683	<b>Mean</b>	1820 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2F01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Can [child] recognize letters	541	1=all letters of the alphabet
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2682	<b>Mean</b>	975 2=most of them
<b>Minimum</b>		<b>Maximum</b>	1090 3=some of them
			76 4=none of them
			4 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2F02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: How high child can count	9	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2685	<b>Mean</b>	151 2=up to five
<b>Minimum</b>		<b>Maximum</b>	917 3=up to ten
			1284 4=up to twenty
			217 5=up to fifty
			107 6=up to 100 or more
			1 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2F03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: How often child likes to write	22	1=never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2683	<b>Mean</b>	99 2=has done it once or twice
<b>Minimum</b>		<b>Maximum</b>	555 3=sometimes
			2007 4=often
			3 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2F04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child writes rather than scribbles	746	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2650	<b>Mean</b>	1904 1=Yes
<b>Minimum</b>		<b>Maximum</b>	22 -1/.N=Not Applic
			14 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2F05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Does child write own first name	831	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2658	<b>Mean</b>	1827 1=Yes
<b>Minimum</b>		<b>Maximum</b>	22 -1/.N=Not Applic
			6 -8/.D=Don't know
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2F06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Can child identify colors	2126	1=all of them
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2684	<b>Mean</b>	499 2=some of them
<b>Minimum</b>		<b>Maximum</b>	59 3=none of them
			2 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2F07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child is understandable to strangers	300	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2675	<b>Mean</b>	2375 1=Yes
<b>Minimum</b>		<b>Maximum</b>	11 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2F08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child spoke later than others	2034	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2671	<b>Mean</b>	637 1=Yes
<b>Minimum</b>		<b>Maximum</b>	15 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2F09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child stutters or stammers	2239	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2647	<b>Mean</b>	408 1=Yes
<b>Minimum</b>		<b>Maximum</b>	39 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2H01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: # dys/wk family eats dinner together	2682	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2682	<b>Mean</b>	5.35
<b>Minimum</b>	0	<b>Maximum</b>	7
			4 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2H02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Freq. child drank milk in past week	503	1=four or more times a day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2684	<b>Mean</b>	1290 2=two to three times a day
<b>Minimum</b>		<b>Maximum</b>	361 3=once a day
			387 4=almost every day
			100 5=1-3 times during past week
			43 6=Child does not drink milk
			2 -8/.D=Don't know
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P2H03	Frequency	Code and Description
<b>Label</b>	P2:Kind of milk child drank in pst 7 dys	1246	1=Whole milk
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2632	<b>Mean</b>	1090 2=2% milk
<b>Minimum</b>		<b>Maximum</b>	49 3=Skim milk
			170 4=Low fat or 1% milk
			25 5=Soy milk
			4 6=Both regular cow's milk and soy milk
			31 7=Some other kind of milk
			17 8=Lactose free milk (Lactaid)
			43 -1/.N=Not Applicable
			11 -8/.D=Don't know
			629 SYSMIS/.

Name	P2H04	Frequency	Code and Description
<b>Label</b>	P2: Freq. child drank sweet bev.,pst wk	101	1=four or more times a day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2682	<b>Mean</b>	327 2=two to three times a day
<b>Minimum</b>		<b>Maximum</b>	430 3=once a day
			167 4=almost every day
			1071 5=1 to 3 times during the past 7 days
			586 6=Child did not drink these beverages
			4 -8/.D=Don't know
			629 SYSMIS/.

Name	P2H05	Frequency	Code and Description
<b>Label</b>	P2: Freq. child ate fast food, pst wk	13	1=four or more times a day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2682	<b>Mean</b>	53 2=two to three times a day
<b>Minimum</b>		<b>Maximum</b>	88 3=once a day
			44 4=almost every day
			1896 5=1-3 times during past 7 days
			588 6=Child did not eat fast food
			4 -8/.D=Don't know
			629 SYSMIS/.

Name	P2H06	Frequency	Code and Description
<b>Label</b>	P2: Freq. child ate sweets, past week	35	1=four or more times a day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2683	<b>Mean</b>	202 2=two to three times a day
<b>Minimum</b>		<b>Maximum</b>	562 3=once a day
			278 4=almost every day
			1431 5=1-3 times during past week
			175 6=Child did not eat candy
			3 -8/.D=Don't know
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P2H07	Frequency	Code and Description
<b>Label</b>	P2: Freq. child ate salty snacks,pst wk	21	1=four or more times a day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2683	<b>Mean</b>	160 2=two to three times a day
<b>Minimum</b>		<b>Maximum</b>	398 3=once a day
			183 4=almost every day
			1567 5=1 to 3 times during the past 7 days
			354 6=Child did not eat salty snack foods
			3 -8/.D=Don't know
			629 SYSMIS/.

Name	P2H08hr	Frequency	Code and Description
<b>Label</b>	P2: What time [child] goes to bed (hr)	2686	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2686	<b>Mean</b>	8.93
<b>Minimum</b>	6	<b>Maximum</b>	98

Name	P2H08min	Frequency	Code and Description
<b>Label</b>	P2: What time [child] goes to bed (min)	2686	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2686	<b>Mean</b>	10.43
<b>Minimum</b>	0	<b>Maximum</b>	98

Name	P2H08	Frequency	Code and Description
<b>Label</b>	P2: Child's regular bedtime	2675	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2675	<b>Mean</b>	74636.21
<b>Minimum</b>	64800	<b>Maximum</b>	86340

Name	P2H09	Frequency	Code and Description
<b>Label</b>	P2: Time child in bed on sched in pst wk	2662	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2662	<b>Mean</b>	4.61
<b>Minimum</b>	0	<b>Maximum</b>	7

Name	P2H10hr	Frequency	Code and Description
<b>Label</b>	P2: Time child wakes up on weekdays (hr)	2683	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2683	<b>Mean</b>	7.14
<b>Minimum</b>	4	<b>Maximum</b>	98

Name	P2H10min	Frequency	Code and Description
<b>Label</b>	P2: Time child wakes up on weekdays(min)	2682	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2682	<b>Mean</b>	14.26
<b>Minimum</b>	0	<b>Maximum</b>	98

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2H10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Time child wakes up on weekdays	2678	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2678	<b>Mean</b>	26061.60
<b>Minimum</b>	16200	<b>Maximum</b>	41400
			4 -1/.N=Not Applicable
			3 -8/.D=Don't know
			1 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2H11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: # times child wakes up in a night	2679	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2679	<b>Mean</b>	0.30
<b>Minimum</b>	0	<b>Maximum</b>	7
			7 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2H12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Spanked child in past week	1840	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2683	<b>Mean</b>	843 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
			1 -7/.R=Refused
			2 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2H13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Number times spanked child	841	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	841	<b>Mean</b>	2.07
<b>Minimum</b>	1	<b>Maximum</b>	14
			1840 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2H14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Have used "time out"	856	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2682	<b>Mean</b>	1826 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
			4 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2H15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Number times used "time out"	1825	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1825	<b>Mean</b>	2.85
<b>Minimum</b>	1	<b>Maximum</b>	30
			856 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P2H16a	Frequency	Code and Description
<b>Label</b>	P2: Warn kids about bad things	823	1=Exactly
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2676	<b>Mean</b>	915 2=Very much
<b>Minimum</b>		<b>Maximum</b>	701 3=Somewhat
			117 4=Not much
			120 5=Not at all
			1 -7/.R=Refused
			9 -8/.D=Don't know
			629 SYSMIS/.

Name	P2H16b	Frequency	Code and Description
<b>Label</b>	P2: No energy to make child behave	155	1=Exactly
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2674	<b>Mean</b>	199 2=Very much
<b>Minimum</b>		<b>Maximum</b>	750 3=Somewhat
			478 4=Not much
			1092 5=Not at all
			12 -8/.D=Don't know
			629 SYSMIS/.

Name	P2H16c	Frequency	Code and Description
<b>Label</b>	P2: Warm intimate moment with child	1224	1=Exactly
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2669	<b>Mean</b>	1098 2=Very much
<b>Minimum</b>		<b>Maximum</b>	273 3=Somewhat
			36 4=Not much
			38 5=Not at all
			1 -7/.R=Refused
			16 -8/.D=Don't know
			629 SYSMIS/.

Name	P2H16d	Frequency	Code and Description
<b>Label</b>	P2: Teach misbehavior is punished	1084	1=Exactly
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2681	<b>Mean</b>	867 2=Very much
<b>Minimum</b>		<b>Maximum</b>	504 3=Somewhat
			113 4=Not much
			113 5=Not at all
			1 -7/.R=Refused
			4 -8/.D=Don't know
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P2H16e		Frequency	Code and Description
<b>Label</b>	P2: Encourage child to be curious		1133	1=Exactly
<b>Format</b>	Num	<b>Type</b>	Source	1026 2=Very much
<b>Valid N</b>	2681	<b>Mean</b>		408 3=Somewhat
<b>Minimum</b>		<b>Maximum</b>		74 4=Not much
				40 5=Not at all
				5 -8/.D=Don't know
				629 SYSMIS/.

Name	P2H16f		Frequency	Code and Description
<b>Label</b>	P2: Don't allow child get angry w/me		497	1=Exactly
<b>Format</b>	Num	<b>Type</b>	Source	419 2=Very much
<b>Valid N</b>	2672	<b>Mean</b>		947 3=Somewhat
<b>Minimum</b>		<b>Maximum</b>		365 4=Not much
				444 5=Not at all
				14 -8/.D=Don't know
				629 SYSMIS/.

Name	P2H16g		Frequency	Code and Description
<b>Label</b>	P2: Am easygoing/relaxed with child		901	1=Exactly
<b>Format</b>	Num	<b>Type</b>	Source	918 2=Very much
<b>Valid N</b>	2685	<b>Mean</b>		751 3=Somewhat
<b>Minimum</b>		<b>Maximum</b>		81 4=Not much
				34 5=Not at all
				1 -8/.D=Don't know
				629 SYSMIS/.

Name	P2H16h		Frequency	Code and Description
<b>Label</b>	P2: Believe child be seen not heard		264	1=Exactly
<b>Format</b>	Num	<b>Type</b>	Source	189 2=Very much
<b>Valid N</b>	2638	<b>Mean</b>		340 3=Somewhat
<b>Minimum</b>		<b>Maximum</b>		253 4=Not much
				1592 5=Not at all
				48 -8/.D=Don't know
				629 SYSMIS/.

Name	P2H16i		Frequency	Code and Description
<b>Label</b>	P2: Make sure child knows I appreciate		1589	1=Exactly
<b>Format</b>	Num	<b>Type</b>	Source	1017 2=Very much
<b>Valid N</b>	2685	<b>Mean</b>		71 3=Somewhat
<b>Minimum</b>		<b>Maximum</b>		7 4=Not much
				1 5=Not at all
				1 -8/.D=Don't know
				629 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P2H16j			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: No difficulty sticking w/rules			938	1=Exactly
<b>Format</b>	Num	<b>Type</b>	Source	731	2=Very much
<b>Valid N</b>	2680	<b>Mean</b>		752	3=Somewhat
<b>Minimum</b>		<b>Maximum</b>		122	4=Not much
				137	5=Not at all
					6 -8/.D=Don't know
					629 SYSMIS/.

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<b>Name</b>	P2H16k			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Encourage child to be independent			1119	1=Exactly
<b>Format</b>	Num	<b>Type</b>	Source	961	2=Very much
<b>Valid N</b>	2672	<b>Mean</b>		460	3=Somewhat
<b>Minimum</b>		<b>Maximum</b>		73	4=Not much
				59	5=Not at all
					1 -7/.R=Refused
					13 -8/.D=Don't know
					629 SYSMIS/.

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<b>Name</b>	P2H16l			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Follow thru on deal w/misbehavior			1050	1=Exactly
<b>Format</b>	Num	<b>Type</b>	Source	941	2=Very much
<b>Valid N</b>	2677	<b>Mean</b>		573	3=Somewhat
<b>Minimum</b>		<b>Maximum</b>		74	4=Not much
				39	5=Not at all
					9 -8/.D=Don't know
					629 SYSMIS/.

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<b>Name</b>	P2H16m			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Physical punishment is best			80	1=Exactly
<b>Format</b>	Num	<b>Type</b>	Source	87	2=Very much
<b>Valid N</b>	2672	<b>Mean</b>		367	3=Somewhat
<b>Minimum</b>		<b>Maximum</b>		444	4=Not much
				1694	5=Not at all
					1 -7/.R=Refused
					13 -8/.D=Don't know
					629 SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	P2I01a	Frequency	Code and Description
<b>Label</b>	P2: How often R volunteered in classroom	1093	1=Not yet
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2674	<b>Mean</b>	644 2=Once or twice
<b>Minimum</b>		<b>Maximum</b>	499 3=Several times
			249 4=About once a month
			189 5=At least once a week
			3 -8/.D=Don't know
			9 -9/.M=Missing
			629 SYSMIS/.

Name	P2I01b	Frequency	Code and Description
<b>Label</b>	P2: How often R observed in classroom	760	1=Not yet
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2676	<b>Mean</b>	852 2=Once or twice
<b>Minimum</b>		<b>Maximum</b>	565 3=Several times
			218 4=About once a month
			281 5=At least once a week
			1 -8/.D=Don't know
			9 -9/.M=Missing
			629 SYSMIS/.

Name	P2I01c	Frequency	Code and Description
<b>Label</b>	P2: How often R prepared food/materials	1267	1=Not yet
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2675	<b>Mean</b>	674 2=Once or twice
<b>Minimum</b>		<b>Maximum</b>	508 3=Several times
			180 4=About once a month
			46 5=At least once a week
			2 -8/.D=Don't know
			9 -9/.M=Missing
			629 SYSMIS/.

Name	P2I01d	Frequency	Code and Description
<b>Label</b>	P2: How often R helped with field trips	1591	1=Not yet
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2675	<b>Mean</b>	567 2=Once or twice
<b>Minimum</b>		<b>Maximum</b>	350 3=Several times
			133 4=About once a month
			34 5=At least once a week
			2 -8/.D=Don't know
			9 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P2I01e	Frequency	Code and Description
<b>Label</b>	P2:How often R attended HS social events	1319	1=Not yet
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2672	<b>Mean</b>	766 2=Once or twice
<b>Minimum</b>		<b>Maximum</b>	406 3=Several times
			162 4=About once a month
			19 5=At least once a week
			5 -8/.D=Don't know
			9 -9/.M=Missing
			629 SYSMIS/.

Name	P2I01f	Frequency	Code and Description
<b>Label</b>	P2: How often R attended workshops	1387	1=Not yet
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2672	<b>Mean</b>	635 2=Once or twice
<b>Minimum</b>		<b>Maximum</b>	400 3=Several times
			219 4=About once a month
			31 5=At least once a week
			5 -8/.D=Don't know
			9 -9/.M=Missing
			629 SYSMIS/.

Name	P2I01g	Frequency	Code and Description
<b>Label</b>	P2: How often attend parent/teach conf	422	1=Not yet
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2674	<b>Mean</b>	1024 2=Once or twice
<b>Minimum</b>		<b>Maximum</b>	881 3=Several times
			316 4=About once a month
			31 5=At least once a week
			3 -8/.D=Don't know
			9 -9/.M=Missing
			629 SYSMIS/.

Name	P2I01h	Frequency	Code and Description
<b>Label</b>	P2: How often HS staff at R's home	862	1=Not yet
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2674	<b>Mean</b>	1290 2=Once or twice
<b>Minimum</b>		<b>Maximum</b>	371 3=Several times
			121 4=About once a month
			30 5=At least once a week
			3 -8/.D=Don't know
			9 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P2I01i	Frequency	Code and Description
<b>Label</b>	P2: How often at HS event with spouse	1595	1=Not yet
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2677	<b>Mean</b>	610 2=Once or twice
<b>Minimum</b>		<b>Maximum</b>	252 3=Several times
			91 4=About once a month
			11 5=At least once a week
			118 6=NA
			9 -9/.M=Missing
			629 SYSMIS/.

Name	P2I01j	Frequency	Code and Description
<b>Label</b>	P2: How often at HS event with oth adult	1814	1=Not yet
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2674	<b>Mean</b>	558 2=Once or twice
<b>Minimum</b>		<b>Maximum</b>	230 3=Several times
			65 4=About once a month
			7 5=At least once a week
			3 -8/.D=Don't know
			9 -9/.M=Missing
			629 SYSMIS/.

Name	P2I01k	Frequency	Code and Description
<b>Label</b>	P2: participated in HS policy council	2026	1=Not yet
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2675	<b>Mean</b>	348 2=Once or twice
<b>Minimum</b>		<b>Maximum</b>	182 3=Several times
			109 4=About once a month
			10 5=At least once a week
			2 -8/.D=Don't know
			9 -9/.M=Missing
			629 SYSMIS/.

Name	P2I01l	Frequency	Code and Description
<b>Label</b>	P2: R Visited other Head Start parent	2152	1=Not yet
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2676	<b>Mean</b>	311 2=Once or twice
<b>Minimum</b>		<b>Maximum</b>	156 3=Several times
			37 4=About once a month
			20 5=At least once a week
			1 -8/.D=Don't know
			9 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P2I01m	Frequency	Code and Description
<b>Label</b>	P2: How often R prepared HS newsletters	2310	1=Not yet
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2674	<b>Mean</b>	197 2=Once or twice
<b>Minimum</b>		<b>Maximum</b>	110 3=Several times
			39 4=About once a month
			18 5=At least once a week
			3 -8/.D=Don't know
			9 -9/.M=Missing
			629 SYSMIS/.

Name	P2I01n	Frequency	Code and Description
<b>Label</b>	P2:How often R at fundraising activities	1945	1=Not yet
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2674	<b>Mean</b>	452 2=Once or twice
<b>Minimum</b>		<b>Maximum</b>	216 3=Several times
			49 4=About once a month
			12 5=At least once a week
			3 -8/.D=Don't know
			9 -9/.M=Missing
			629 SYSMIS/.

Name	P2I01o	Frequency	Code and Description
<b>Label</b>	P2: How often other HS activity	80	2=Once or twice
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	149	<b>Mean</b>	52 3=Several times
<b>Minimum</b>		<b>Maximum</b>	9 4=About once a month
			8 5=At least once a week
			2528 -1/.N=Not Applicable
			9 -9/.M=Missing
			629 SYSMIS/.

Name	P2I02a	Frequency	Code and Description
<b>Label</b>	P2: R's need for child care interferes	1741	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2673	<b>Mean</b>	872 1=Yes
<b>Minimum</b>		<b>Maximum</b>	60 2=NA
			4 -8/.D=Don't know
			9 -9/.M=Missing
			629 SYSMIS/.

Name	P2I02b	Frequency	Code and Description
<b>Label</b>	P2: R's work schedule interferes	1107	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2676	<b>Mean</b>	1469 1=Yes
<b>Minimum</b>		<b>Maximum</b>	100 2=NA
			1 -8/.D=Don't know
			9 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2I02c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R's school/ training interferes	1990	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2673	<b>Mean</b>	516 1=Yes
<b>Minimum</b>		<b>Maximum</b>	167 2=NA
			5 -8/.D=Don't know
			8 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2I02d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R needs transportation	2224	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2678	<b>Mean</b>	417 1=Yes
<b>Minimum</b>		<b>Maximum</b>	37 2=NA
			8 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2I02e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R doesn't know others at HS	2366	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2671	<b>Mean</b>	274 1=Yes
<b>Minimum</b>		<b>Maximum</b>	31 2=NA
			7 -8/.D=Don't know
			8 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2I02f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R feels uncomfortable at HS	2568	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2678	<b>Mean</b>	88 1=Yes
<b>Minimum</b>		<b>Maximum</b>	22 2=NA
			8 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2I02g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R has health prob that interferes	2422	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2677	<b>Mean</b>	237 1=Yes
<b>Minimum</b>		<b>Maximum</b>	18 2=NA
			1 -8/.D=Don't know
			8 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2I02h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Teacher uncomfortable w/parents	2602	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2669	<b>Mean</b>	44 1=Yes
<b>Minimum</b>		<b>Maximum</b>	23 2=NA
			8 -8/.D=Don't know
			9 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2102i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: No opportunity to participate	2405	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2666	<b>Mean</b>	237 1=Yes
<b>Minimum</b>		<b>Maximum</b>	24 2=NA
			12 -8/.D=Don't know
			8 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2102j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R had bad exp w/ HS in the past	2607	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2678	<b>Mean</b>	53 1=Yes
<b>Minimum</b>		<b>Maximum</b>	18 2=NA
			8 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2102k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Uncomfortable w/language differences	2487	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2678	<b>Mean</b>	152 1=Yes
<b>Minimum</b>		<b>Maximum</b>	39 2=NA
			8 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2102l	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R concerned for safety getting to HS	2619	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2675	<b>Mean</b>	42 1=Yes
<b>Minimum</b>		<b>Maximum</b>	14 2=NA
			3 -8/.D=Don't know
			8 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2102m	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R need more support from spouse	2317	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2678	<b>Mean</b>	256 1=Yes
<b>Minimum</b>		<b>Maximum</b>	105 2=NA
			8 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2102n	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Other interference w/participating	2552	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2675	<b>Mean</b>	100 1=Yes
<b>Minimum</b>		<b>Maximum</b>	23 2=NA
			1 -7/.R=Refused
			2 -8/.D=Don't know
			8 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2J01_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Mom is deceased	8	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	8	<b>Mean</b>	2677 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 629 SYSMIS/.
<b>Name</b>	P2J01_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Mom did not have \$ to raise child	7	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	8	<b>Mean</b>	1 12=Did not have enough money to raise him/her 2677 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 629 SYSMIS/.
<b>Name</b>	P2J01_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Mom too sick to take care of child	8	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	8	<b>Mean</b>	2677 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 629 SYSMIS/.
<b>Name</b>	P2J01_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Mom had drinking problem	8	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	8	<b>Mean</b>	2677 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 629 SYSMIS/.
<b>Name</b>	P2J01_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Mom had drug problem	7	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	8	<b>Mean</b>	1 15=Drug problem and could not take care of Child 2677 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 629 SYSMIS/.
<b>Name</b>	P2J01_16	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Mom had mental/ emotional problem	6	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	8	<b>Mean</b>	2 16=Mental/emotional problem, could not take care of Child 2677 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 629 SYSMIS/.
<b>Name</b>	P2J01_17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Mom in trouble w/ the law, in jail	7	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	8	<b>Mean</b>	1 17=In trouble with the law or had to go to jail 2677 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2J01_18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child abused/ neglected with Mom	8	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	8	<b>Mean</b>	2677 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 629 SYSMIS/.

<b>Name</b>	P2J01_19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child Welfare Office said couldn't	8	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	8	<b>Mean</b>	2677 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 629 SYSMIS/.

<b>Name</b>	P2J01_20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: No explanation given	8	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	8	<b>Mean</b>	2677 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 629 SYSMIS/.

<b>Name</b>	P2J01_21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Something else (specify)	7	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	8	<b>Mean</b>	1 21=Something else 2677 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 629 SYSMIS/.

<b>Name</b>	P2J01_22	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Divorced/separated	6	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	8	<b>Mean</b>	2 22=Divorced/separated 2677 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 629 SYSMIS/.

<b>Name</b>	P2J02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Mom ever in same household w/ child	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	9	<b>Mean</b>	8 1=Yes 2677 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	629 SYSMIS/.

<b>Name</b>	P2J03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Mother lives same city as child	60	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	132	<b>Mean</b>	72 1=Yes 2541 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	7 -8/.D=Don't know 6 -9/.M=Missing 629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2J04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Number days child has seen mother	133	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	34.45
<b>Minimum</b>	0	<b>Maximum</b>	365
		2541	-1/.N=Not Applicable
		2	-7/.R=Refused
		4	-8/.D=Don't know
		6	-9/.M=Missing
		629	SYSMIS/.

<b>Name</b>	P2J05num	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: How long since child had contact	126	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	2.91
<b>Minimum</b>	1	<b>Maximum</b>	38
		2548	-1/.N=Not Applicable
		2	-7/.R=Refused
		4	-8/.D=Don't know
		6	-9/.M=Missing
		629	SYSMIS/.

<b>Name</b>	P2J05code	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Unit code for last contact w/ mom	7	0=Never had contact
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	61
<b>Minimum</b>		<b>Maximum</b>	28
			22
			4=Years ago
		2541	-1/.N=Not Applicable
		2	-7/.R=Refused
		4	-8/.D=Don't know
		6	-9/.M=Missing
		629	SYSMIS/.

<b>Name</b>	P2J06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Any child support from mother	125	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	134	<b>Mean</b>	9
<b>Minimum</b>		<b>Maximum</b>	1=Yes
		2541	-1/.N=Not Applic
		2	-7/.R=Refused
		3	-8/.D=Don't know
		6	-9/.M=Missing
		629	SYSMIS/.

<b>Name</b>	P2J07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Received other support from mom	126	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	9
<b>Minimum</b>		<b>Maximum</b>	1=Yes
		2541	-1/.N=Not Applic
		2	-7/.R=Refused
		2	-8/.D=Don't know
		6	-9/.M=Missing
		629	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2J07a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Any other mother-figure to child			47	0=No
<b>Format</b>	Num	<b>Type</b>	Source	90	1=Yes
<b>Valid N</b>	137	<b>Mean</b>		2541	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		2	-8/.D=Don't know
				6	-9/.M=Missing
				629	SYSMIS/.

<b>Name</b>	P2J07b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Relat of mother-figure to child			47	1=You
<b>Format</b>	Num	<b>Type</b>	Source	13	2=your spouse or partner
<b>Valid N</b>	89	<b>Mean</b>		26	3=a relative of Child
<b>Minimum</b>		<b>Maximum</b>		3	4=a friend of the family
				2588	-1/.N=Not Applicable
				1	-7/.R=Refused
				2	-8/.D=Don't know
				6	-9/.M=Missing
				629	SYSMIS/.

<b>Name</b>	P2J07c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Mother-figure in same household			16	0=No
<b>Format</b>	Num	<b>Type</b>	Source	13	1=Yes
<b>Valid N</b>	29	<b>Mean</b>		2648	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				2	-8/.D=Don't know
				6	-9/.M=Missing
				629	SYSMIS/.

<b>Name</b>	P2J15			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Marital status of Childs bio mom/dad			1	1=married
<b>Format</b>	Num	<b>Type</b>	Source	2	4=not married
<b>Valid N</b>	3	<b>Mean</b>		2683	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		629	SYSMIS/.

<b>Name</b>	P2J16			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Relationship of Childs bio mom/dad			2684	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source	2	-8/.D=Don't know
<b>Valid N</b>	0	<b>Mean</b>		629	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2J17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Mother work for pay in past week	1141	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2532	<b>Mean</b>	1375 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 2=Retired
			13 3=Disabled/unable to work
			140 -1/.N=Not Applicable
			1 -8/.D=Don't know
			13 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2J18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Mother on leave/ vacation in past wk	1067	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1141	<b>Mean</b>	74 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1531 -1/.N=Not Applic
			1 -8/.D=Don't know
			13 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2J19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Mother looked for work in past 4 wks	839	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1141	<b>Mean</b>	302 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1531 -1/.N=Not Applic
			1 -8/.D=Don't know
			13 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2J20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Mother worked for pay in pst 12 mths	867	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1136	<b>Mean</b>	269 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1531 -1/.N=Not Applic
			1 -7/.R=Refused
			5 -8/.D=Don't know
			13 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2J21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Total hours/ week mother works	1634	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1634	<b>Mean</b>	1023 -1/.N=Not Applicable
<b>Minimum</b>	1	<b>Maximum</b>	34.25
			2 -7/.R=Refused
			14 -8/.D=Don't know
			13 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P2J23	Frequency	Code and Description
<b>Label</b>	P2: Mother occupation	84	1=Executive, administrative, and managerial occupations
<b>Format</b>	Num		
<b>Valid N</b>	1618	1	3=Natural scientists and mathematicians
<b>Minimum</b>		10	4=Social scientists, social workers, religious workers and lawyers
		65	5=Teachers
		5	6=Health diagnosing and treating practitioners
		211	7=Registered nurses, pharmacists, dietitians, therapists and physician's assistants
		15	8=Writers, artists, entertainers and athletes
		30	9=Health technologists and technicians
		4	10=Technologists and technicians, except health
		36	11=Marketing and sales occupations
		293	12=Administrative support occupation, including clerical
		655	13=Service occupations
		6	14=Agricultural, forestry, and fishing occupations
		1	15=Mechanics and repairers
		6	16=Construction and extractive occupations
		86	17=Precision production occupations
		22	18=Transportation and materials moving occupations
		65	19=Handlers, equipment cleaners, helpers and laborers
		21	20=Miscellaneous occupations
		2	21=Never worked/homemakers
		1023	-1/.N=Not Applicable
		10	-7/.R=Refused
		21	-8/.D=Don't know
		14	-9/.M=Missing
		629	SYSMIS/.

Name	P2J26	Frequency	Code and Description
<b>Label</b>	P2: Mother taken programs or courses	1848	0=No
<b>Format</b>	Num	685	1=Yes
<b>Valid N</b>	2533	140	-1/.N=Not Applic
<b>Minimum</b>		13	-9/.M=Missing
		629	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2J27			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Mother taking full/part-time courses			229	1=Full time
<b>Format</b>	Num	<b>Type</b>	Source	376	2=Part time
<b>Valid N</b>	605	<b>Mean</b>		1988	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		5	-7/.R=Refused
				75	-8/.D=Don't know
				13	-9/.M=Missing
				629	SYSMIS/.
<b>Name</b>	P2J28			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Mother currently in job training			2390	0=No
<b>Format</b>	Num	<b>Type</b>	Source	140	1=Yes
<b>Valid N</b>	2530	<b>Mean</b>		140	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		3	-8/.D=Don't know
				13	-9/.M=Missing
				629	SYSMIS/.
<b>Name</b>	P2J29			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Mother received cert/ dipl/ degree			2332	0=No
<b>Format</b>	Num	<b>Type</b>	Source	200	1=Yes
<b>Valid N</b>	2532	<b>Mean</b>		140	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-8/.D=Don't know
				13	-9/.M=Missing
				629	SYSMIS/.
<b>Name</b>	P2J30			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Mother type of certif/diploma/degree			108	1=Trade license or certificate
<b>Format</b>	Num	<b>Type</b>	Source	8	2=GED certificate or equivalent
<b>Valid N</b>	197	<b>Mean</b>		7	3=High School diploma
<b>Minimum</b>		<b>Maximum</b>		9	4=Associate's degree
				4	5=Child Development Associate (CDA)
				3	6=Bachelor's degree
				1	7=Graduate degree
				57	8=Other
				2472	-1/.N=Not Applicable
				1	-7/.R=Refused
				3	-8/.D=Don't know
				13	-9/.M=Missing
				629	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2J31	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Did HS help mother locate courses	582	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	685	<b>Mean</b>	103 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1988 -1/.N=Not Applic
			13 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2J32	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Reason mom prevented taking courses	16	1=Admission requirement/ qualification
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1750	<b>Mean</b>	6 2=Too old to take any courses
<b>Minimum</b>		<b>Maximum</b>	64 3=Health problem/disability
			9 4=Don't like learning
			16 5=Lack of confidence / language barrier
			19 6=No information about offering
			305 7=Lack of child care
			693 8=Time constraints (home or work)
			69 9=Cost
			57 10=Inconvenient location/transportation not available
			84 11=Did not need more
			54 12=Other
			146 13=Did not want to/no interest
			212 14=Child related reasons (pregnant/at home w/child)
			883 -1/.N=Not Applicable
			3 -7/.R=Refused
			37 -8/.D=Don't know
			13 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2K01_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Father is deceased	66	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	67	<b>Mean</b>	1 11=Deceased
<b>Minimum</b>		<b>Maximum</b>	2616 -1/.N=Not Applicable
			2 -7/.R=Refused
			1 -8/.D=Don't know
			629 SYSMIS/.
<b>Name</b>	P2K01_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Father not have \$ to raise child	65	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	67	<b>Mean</b>	2 12=Did not have enough money to raise him/her
<b>Minimum</b>		<b>Maximum</b>	2616 -1/.N=Not Applicable
			2 -7/.R=Refused
			1 -8/.D=Don't know
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2K01_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2:Father too sick to take care of child	67	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	67	<b>Mean</b>	2616 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused
			1 -8/.D=Don't know
			629 SYSMIS/.
<b>Name</b>	P2K01_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Father had drinking problem	66	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	67	<b>Mean</b>	1 14=Drinking problem and could not take care of Child
<b>Minimum</b>		<b>Maximum</b>	2616 -1/.N=Not Applicable
			2 -7/.R=Refused
			1 -8/.D=Don't know
			629 SYSMIS/.
<b>Name</b>	P2K01_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Father had drug problem	63	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	67	<b>Mean</b>	4 15=Drug problem and could not take care of Child
<b>Minimum</b>		<b>Maximum</b>	2616 -1/.N=Not Applicable
			2 -7/.R=Refused
			1 -8/.D=Don't know
			629 SYSMIS/.
<b>Name</b>	P2K01_16	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Father had mental/ emotional problem	66	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	67	<b>Mean</b>	1 16=Mental/emotional problem, could not take care of Child
<b>Minimum</b>		<b>Maximum</b>	2616 -1/.N=Not Applicable
			2 -7/.R=Refused
			1 -8/.D=Don't know
			629 SYSMIS/.
<b>Name</b>	P2K01_17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2:Father in trouble w/ the law, in jail	60	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	67	<b>Mean</b>	7 17=In trouble with the law or had to go to jail
<b>Minimum</b>		<b>Maximum</b>	2616 -1/.N=Not Applicable
			2 -7/.R=Refused
			1 -8/.D=Don't know
			629 SYSMIS/.
<b>Name</b>	P2K01_18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child abused/ neglected with Father	67	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	67	<b>Mean</b>	2616 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused
			1 -8/.D=Don't know
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2K01_19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child Welfare Office said couldn't	67	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	67	<b>Mean</b>	2616 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused 1 -8/.D=Don't know 629 SYSMIS/.
<b>Name</b>	P2K01_20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: No explanation given	63	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	67	<b>Mean</b>	4 20=No explanation given 2616 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused 1 -8/.D=Don't know 629 SYSMIS/.
<b>Name</b>	P2K01_21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Something else (specify)	47	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	67	<b>Mean</b>	20 21=Something else 2616 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused 1 -8/.D=Don't know 629 SYSMIS/.
<b>Name</b>	P2K01_22	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Divorced/separated	36	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	67	<b>Mean</b>	31 22=Divorced/separated 2616 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused 1 -8/.D=Don't know 629 SYSMIS/.
<b>Name</b>	P2K01_23	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Father left/did not want child	66	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	67	<b>Mean</b>	1 23=Father left/did not want child 2616 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused 1 -8/.D=Don't know 629 SYSMIS/.
<b>Name</b>	P2K02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Father ever same household w/ child	16	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	67	<b>Mean</b>	51 1=Yes 2617 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 1 -8/.D=Don't know 629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2K03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Father lives in same city as child	591	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1325	<b>Mean</b>	734 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1317 -1/.N=Not Applic
			7 -7/.R=Refused
			33 -8/.D=Don't know
			4 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2K04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Number days child has seen father	1310	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1310	<b>Mean</b>	50.32
<b>Minimum</b>	0	<b>Maximum</b>	365
			1317 -1/.N=Not Applicable
			11 -7/.R=Refused
			44 -8/.D=Don't know
			4 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2K05num	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: How long since child contact w/ dad	1198	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1198	<b>Mean</b>	2.39
<b>Minimum</b>	1	<b>Maximum</b>	24
			1453 -1/.N=Not Applicable
			13 -7/.R=Refused
			18 -8/.D=Don't know
			4 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2K05code	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Unit code for last contact w/ father	136	0=Never had contact
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1330	<b>Mean</b>	623 1=Days ago
<b>Minimum</b>		<b>Maximum</b>	150 2=Weeks ago
			206 3=Months ago
			215 4=Years ago
			1317 -1/.N=Not Applicable
			13 -7/.R=Refused
			22 -8/.D=Don't know
			4 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2K06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Any child support from father	926	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1356	<b>Mean</b>	430 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1317 -1/.N=Not Applic
			7 -7/.R=Refused
			2 -8/.D=Don't know
			4 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P2K07			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Any other support from father			1056	0=No
<b>Format</b>	Num	<b>Type</b>	Source	300	1=Yes
<b>Valid N</b>	1356	<b>Mean</b>		1317	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		7	-7/.R=Refused
				2	-8/.D=Don't know
				4	-9/.M=Missing
				629	SYSMIS/.

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<b>Name</b>	P2K07a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Anyone like father to child			737	0=No
<b>Format</b>	Num	<b>Type</b>	Source	624	1=Yes
<b>Valid N</b>	1361	<b>Mean</b>		1316	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		3	-7/.R=Refused
				1	-8/.D=Don't know
				5	-9/.M=Missing
				629	SYSMIS/.

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<b>Name</b>	P2K07b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Relat of father-figure to child			5	1=You
<b>Format</b>	Num	<b>Type</b>	Source	331	2=your spouse or partner
<b>Valid N</b>	623	<b>Mean</b>		227	3=a relative of Child
<b>Minimum</b>		<b>Maximum</b>		60	4=a friend of the family
				2053	-1/.N=Not Applicable
				3	-7/.R=Refused
				2	-8/.D=Don't know
				5	-9/.M=Missing
				629	SYSMIS/.

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<b>Name</b>	P2K07c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Father-figure in same household			202	0=No
<b>Format</b>	Num	<b>Type</b>	Source	85	1=Yes
<b>Valid N</b>	287	<b>Mean</b>		2389	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		3	-7/.R=Refused
				2	-8/.D=Don't know
				5	-9/.M=Missing
				629	SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	P2K17	Frequency	Code and Description
<b>Label</b>	P2: Father worked for pay in past week	214	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1296	<b>Mean</b>	1060 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 2=Retired
			18 3=Disabled/unable to work
			1368 -1/.N=Not Applicable
			2 -7/.R=Refused
			9 -8/.D=Don't know
			11 -9/.M=Missing
			629 SYSMIS/.

Name	P2K18	Frequency	Code and Description
<b>Label</b>	P2: Father on leave/ vacation in past wk	195	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	212	<b>Mean</b>	17 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2450 -1/.N=Not Applic
			2 -7/.R=Refused
			11 -8/.D=Don't know
			11 -9/.M=Missing
			629 SYSMIS/.

Name	P2K19	Frequency	Code and Description
<b>Label</b>	P2: Father looked for work in past 4 wks	114	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	208	<b>Mean</b>	94 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2450 -1/.N=Not Applic
			2 -7/.R=Refused
			15 -8/.D=Don't know
			11 -9/.M=Missing
			629 SYSMIS/.

Name	P2K20	Frequency	Code and Description
<b>Label</b>	P2: Father worked for pay in pst 12 mths	132	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	212	<b>Mean</b>	80 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2450 -1/.N=Not Applic
			2 -7/.R=Refused
			11 -8/.D=Don't know
			11 -9/.M=Missing
			629 SYSMIS/.

Name	P2K21	Frequency	Code and Description
<b>Label</b>	P2: Total hours/ week father works	1121	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1121	<b>Mean</b>	1522 -1/.N=Not Applicable
<b>Minimum</b>	2	<b>Maximum</b>	41.92
			99
			3 -7/.R=Refused
			29 -8/.D=Don't know
			11 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P2K23	Frequency	Code and Description
<b>Label</b>	P2: Father occupation	35	1=Executive, administrative, and managerial occupations
<b>Format</b>	Num		
<b>Valid N</b>	1124	4	2=Engineers, surveyors, and architects
<b>Minimum</b>		2	3=Natural scientists and mathematicians
		3	4=Social scientists, social workers, religious workers and lawyers
		11	5=Teachers
		1	6=Health diagnosing and treating practitioners
		15	7=Registered nurses, pharmacists, dietitians, therapists and physician's assistants
		4	8=Writers, artists, entertainers and athletes
		2	9=Health technologists and technicians
		25	10=Technologists and technicians, except health
		18	11=Marketing and sales occupations
		53	12=Administrative support occupation, including clerical
		245	13=Service occupations
		25	14=Agricultural, forestry, and fishing occupations
		93	15=Mechanics and repairers
		220	16=Construction and extractive occupations
		108	17=Precision production occupations
		124	18=Transportation and materials moving occupations
		110	19=Handlers, equipment cleaners, helpers and laborers
		26	20=Miscellaneous occupations
		1522	-1/.N=Not Applicable
		3	-7/.R=Refused
		26	-8/.D=Don't know
		11	-9/.M=Missing
		629	SYSMIS/.

Name	P2K26	Frequency	Code and Description
<b>Label</b>	P2: Father taken programs or courses	1115	0=No
<b>Format</b>	Num	179	1=Yes
<b>Valid N</b>	1294	1368	-1/.N=Not Applic
<b>Minimum</b>		2	-7/.R=Refused
		11	-8/.D=Don't know
		11	-9/.M=Missing
		629	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2K27	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2:Father taking full/part-time courses	38	1=Full time
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	155	<b>Mean</b>	117 2=Part time
<b>Minimum</b>		<b>Maximum</b>	2483 -1/.N=Not Applic
			2 -7/.R=Refused
			35 -8/.D=Don't know
			11 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2K28	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Father currently in job training	1211	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1294	<b>Mean</b>	83 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1368 -1/.N=Not Applic
			2 -7/.R=Refused
			11 -8/.D=Don't know
			11 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2K29	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Father received cert/ dipl/ degree	1205	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1294	<b>Mean</b>	89 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1368 -1/.N=Not Applic
			2 -7/.R=Refused
			11 -8/.D=Don't know
			11 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2K30	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Father type of certif/diploma/degree	52	1=Trade license or certificate
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	87	<b>Mean</b>	6 2=GED certificate or equivalent
<b>Minimum</b>		<b>Maximum</b>	2 3=High School diploma
			3 6=Bachelor's degree
			24 8=Other
			2573 -1/.N=Not Applicable
			2 -7/.R=Refused
			13 -8/.D=Don't know
			11 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2K31	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Did HS help father locate courses	170	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	178	<b>Mean</b>	8 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2483 -1/.N=Not Applic
			2 -7/.R=Refused
			12 -8/.D=Don't know
			11 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2K32	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Reason dad prevented taking courses	8	1=Admission requirement/ qualification
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1007	<b>Mean</b>	7 2=Too old to take any courses
<b>Minimum</b>		<b>Maximum</b>	57 3=Health problem/disability
			9 4=Don't like learning
			8 5=Lack of confidence / language barrier
			11 6=No information about offering
			25 7=Lack of child care
			675 8=Time constraints (home or work)
			27 9=Cost
			5 10=Inconvenient location/transportation not available
			43 11=Did not need more
			38 12=Other
			86 13=Did not want to/no interest
			8 14=Child related reasons (pregnant/at home w/child)
			1588 -1/.N=Not Applicable
			5 -7/.R=Refused
			75 -8/.D=Don't know
			11 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2L10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R Spanish, Hispanic, Latino origin	9	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	10	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2669 -1/.N=Not Applic
			7 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2L11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Descr of R's Hispanic origin	1	1=Mexican, Mexican American, Chicano
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	2678 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	7 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2L12_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Respondent White	7	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	10	<b>Mean</b>	3 11=White
<b>Minimum</b>		<b>Maximum</b>	2669 -1/.N=Not Applicable
			7 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2L12_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Resp. Black or African American	5	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	10	<b>Mean</b>	5 12=Black or African American
<b>Minimum</b>		<b>Maximum</b>	2669 -1/.N=Not Applicable
			7 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2L12_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Resp. American Indian/Alaska Native	10	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	10	<b>Mean</b>	2669 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	7 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2L12_20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Respondent Asian	9	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	10	<b>Mean</b>	1 20=Asian
<b>Minimum</b>		<b>Maximum</b>	2669 -1/.N=Not Applicable
			7 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2L12_24	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Respondent Native Hawaiian/Pacific Islander	10	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	10	<b>Mean</b>	2669 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	7 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2L12_25	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Respondent Another race	9	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	10	<b>Mean</b>	1 25=Another race
<b>Minimum</b>		<b>Maximum</b>	2669 -1/.N=Not Applicable
			7 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2L13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Country Respondent was born in	8	059=United States
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	10	<b>Mean</b>	1 303=Mexico
<b>Minimum</b>		<b>Maximum</b>	1 600=Other
			2669 -1/.N=Not Applicable
			7 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2L14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Number of years Resp. lived in US	2	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	28.00
<b>Minimum</b>	26	<b>Maximum</b>	30
		2677	-1/.N=Not Applicable
		7	-9/.M=Missing
		629	SYSMIS/.
<b>Name</b>	P2L17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Resp. worked for pay in past week	58	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	126	<b>Mean</b>	4
<b>Minimum</b>		<b>Maximum</b>	8
		56	1=Yes
		4	2=Retired
		8	3=Disabled/unable to work
		2558	-1/.N=Not Applicable
		2	-9/.M=Missing
		629	SYSMIS/.
<b>Name</b>	P2L18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Resp. on leave/ vacation in past wk	57	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	58	<b>Mean</b>	1
<b>Minimum</b>		<b>Maximum</b>	1
		2626	-1/.N=Not Applic
		2	-9/.M=Missing
		629	SYSMIS/.
<b>Name</b>	P2L19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Resp. looked for work in past 4 wks	50	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	58	<b>Mean</b>	8
<b>Minimum</b>		<b>Maximum</b>	1
		2626	-1/.N=Not Applic
		2	-9/.M=Missing
		629	SYSMIS/.
<b>Name</b>	P2L20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Resp. worked for pay in pst 12 mths	49	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	58	<b>Mean</b>	9
<b>Minimum</b>		<b>Maximum</b>	1
		2626	-1/.N=Not Applic
		2	-9/.M=Missing
		629	SYSMIS/.
<b>Name</b>	P2L21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Total hours/ week Resp. works	64	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	64	<b>Mean</b>	34.00
<b>Minimum</b>	2	<b>Maximum</b>	64
		2619	-1/.N=Not Applicable
		1	-8/.D=Don't know
		2	-9/.M=Missing
		629	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2L23			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Resp. occupation			5	1=Executive, administrative, and managerial occupations
<b>Format</b>	Num	<b>Type</b>	Source	2	4=Social scientists, social workers, religious workers and lawyers
<b>Valid N</b>	63	<b>Mean</b>		5	5=Teachers
<b>Minimum</b>		<b>Maximum</b>		1	6=Health diagnosing and treating practitioners
				12	7=Registered nurses, pharmacists, dietitians, therapists and physician's assistants
				2	8=Writers, artists, entertainers and athletes
				2	9=Health technologists and technicians
				2	11=Marketing and sales occupations
				7	12=Administrative support occupation, including clerical
				19	13=Service occupations
				3	17=Precision production occupations
				1	18=Transportation and materials moving occupations
				2	20=Miscellaneous occupations
				2619	-1/.N=Not Applicable
				1	-7/.R=Refused
				1	-8/.D=Don't know
				2	-9/.M=Missing
				629	SYSMIS/.
<b>Name</b>	P2L24			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Grade of school Resp. completed			1	2=9th to 11th grade
<b>Format</b>	Num	<b>Type</b>	Source	1	3=12th grade but no diploma
<b>Valid N</b>	3	<b>Mean</b>		1	7=Some college but no degree
<b>Minimum</b>		<b>Maximum</b>		2669	-1/.N=Not Applicable
				14	-9/.M=Missing
				629	SYSMIS/.
<b>Name</b>	P2L25			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Resp. has HS diploma (not just GED)			1	0=GED
<b>Format</b>	Num	<b>Type</b>	Source	2671	-1/.N=Not Applicable
<b>Valid N</b>	1	<b>Mean</b>		14	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>		629	SYSMIS/.
<b>Name</b>	P2L26			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Resp. attended programs or courses			109	0=No
<b>Format</b>	Num	<b>Type</b>	Source	17	1=Yes
<b>Valid N</b>	126	<b>Mean</b>		2558	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		2	-9/.M=Missing
				629	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2L27			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Resp. taking full/part-time courses			2	1=Full time
<b>Format</b>	Num	<b>Type</b>	Source	13	2=Part time
<b>Valid N</b>	15	<b>Mean</b>		2667	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		2	-8/.D=Don't know
				2	-9/.M=Missing
				629	SYSMIS/.
<b>Name</b>	P2L28			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Resp. currently in job training			121	0=No
<b>Format</b>	Num	<b>Type</b>	Source	5	1=Yes
<b>Valid N</b>	126	<b>Mean</b>		2558	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		2	-9/.M=Missing
				629	SYSMIS/.
<b>Name</b>	P2L29			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Resp. received cert/ dipl/ degree			116	0=No
<b>Format</b>	Num	<b>Type</b>	Source	10	1=Yes
<b>Valid N</b>	126	<b>Mean</b>		2558	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		2	-9/.M=Missing
				629	SYSMIS/.
<b>Name</b>	P2L30			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Resp. kind of cert/dipl/degree recv			3	1=Trade license or certificate
<b>Format</b>	Num	<b>Type</b>	Source	1	4=Associate's degree
<b>Valid N</b>	10	<b>Mean</b>		1	5=Child Development Associate (CDA)
<b>Minimum</b>		<b>Maximum</b>		5	8=Other
				2674	-1/.N=Not Applicable
				2	-9/.M=Missing
				629	SYSMIS/.
<b>Name</b>	P2L31			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: HS helped Resp. locate program			17	0=No
<b>Format</b>	Num	<b>Type</b>	Source	2667	-1/.N=Not Applic
<b>Valid N</b>	17	<b>Mean</b>		2	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>		629	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2L32			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Reason Resp. not taking courses			1	1=Admission requirement/ qualification
<b>Format</b>	Num	<b>Type</b>	Source	7	2=Too old to take any courses
<b>Valid N</b>	102	<b>Mean</b>		18	3=Health problem/disability
<b>Minimum</b>		<b>Maximum</b>		2	6=No information about offering
				7	7=Lack of child care
				38	8=Time constraints (home or work)
				1	9=Cost
				1	10=Inconvenient location/transportation not available
				3	11=Did not need more
				6	12=Other
				14	13=Did not want to/no interest
				4	14=Child related reasons (pregnant/at home w/child)
				2578	-1/.N=Not Applicable
				1	-7/.R=Refused
				3	-8/.D=Don't know
				2	-9/.M=Missing
				629	SYSMIS/.
<b>Name</b>	P2M01a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Welfare, TANF, general assistance			2173	0=No
<b>Format</b>	Num	<b>Type</b>	Source	504	1=Yes
<b>Valid N</b>	2677	<b>Mean</b>		4	-7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>		5	-8/.D=Don't know
				629	SYSMIS/.
<b>Name</b>	P2M01b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Unemployment insurance			2576	0=No
<b>Format</b>	Num	<b>Type</b>	Source	108	1=Yes
<b>Valid N</b>	2684	<b>Mean</b>		1	-7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>		1	-8/.D=Don't know
				629	SYSMIS/.
<b>Name</b>	P2M01c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Food stamps			1392	0=No
<b>Format</b>	Num	<b>Type</b>	Source	1289	1=Yes
<b>Valid N</b>	2681	<b>Mean</b>		4	-7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>		1	-8/.D=Don't know
				629	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2M01d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: WIC program	1205	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2683	<b>Mean</b>	1478 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -7/.R=Refused 629 SYSMIS/.

<b>Name</b>	P2M01e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child support	2158	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2682	<b>Mean</b>	524 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -7/.R=Refused 1 -8/.D=Don't know 629 SYSMIS/.

<b>Name</b>	P2M01f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: SSI/Social Security Retirement	2337	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2682	<b>Mean</b>	345 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -7/.R=Refused 1 -8/.D=Don't know 629 SYSMIS/.

<b>Name</b>	P2M01g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Payments for foster care	2648	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2684	<b>Mean</b>	36 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused 629 SYSMIS/.

<b>Name</b>	P2M01h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Energy assistance	2383	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2683	<b>Mean</b>	300 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused 1 -8/.D=Don't know 629 SYSMIS/.

<b>Name</b>	P2M02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Number of adults contributing income	2674	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2674	<b>Mean</b>	1.51
<b>Minimum</b>	1	<b>Maximum</b>	6
			2 -7/.R=Refused 10 -8/.D=Don't know 629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2M07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Type of housing R lives in	2443	1=A house, apartment, or trailer with your family only
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2685	<b>Mean</b>	225
<b>Minimum</b>		<b>Maximum</b>	13
			4=Somewhere else
			1 -7/.R=Refused
			629 SYSMIS/.
<b>Name</b>	P2M08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Number times moved in last 12 months	2685	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2685	<b>Mean</b>	0.26
<b>Minimum</b>	0	<b>Maximum</b>	10
			1 -7/.R=Refused
			629 SYSMIS/.
<b>Name</b>	P2M09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Own home, pay rent, public housing	779	1=Owns or is buying home or apartment
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2657	<b>Mean</b>	1520
<b>Minimum</b>		<b>Maximum</b>	282
			17
			59
			5=Lives w/someone else, whether pays rent or not
			17 -1/.N=Not Applicable
			3 -7/.R=Refused
			2 -8/.D=Don't know
			7 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2N00	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2:2nd child in same care as 1st child	157	1=Same child care arrangement
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	177	<b>Mean</b>	4
<b>Minimum</b>		<b>Maximum</b>	16
			3=No, second child not in child care
			2503 -1/.N=Not Applicable
			6 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2N01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child currently in care regularly	2408	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2684	<b>Mean</b>	276
<b>Minimum</b>		<b>Maximum</b>	1
			-7/.R=Refused
			1 -8/.D=Don't know
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2N02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: No. of non-HS centers child attends	268	1=One
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	273	<b>Mean</b>	4 2=Two
<b>Minimum</b>		<b>Maximum</b>	1 4=Four or more
			2408 -1/.N=Not Applic
			1 -7/.R=Refused
			4 -8/.D=Don't know
			629 SYSMIS/.
<b>Name</b>	P2N03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Days/wk child attends [main] program	274	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	274	<b>Mean</b>	4.46
<b>Minimum</b>	1	<b>Maximum</b>	7
			2408 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			629 SYSMIS/.
<b>Name</b>	P2N04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Hrs/wk child attends [main] program	270	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	270	<b>Mean</b>	18.73
<b>Minimum</b>	1	<b>Maximum</b>	55
			2408 -1/.N=Not Applicable
			1 -7/.R=Refused
			7 -8/.D=Don't know
			629 SYSMIS/.
<b>Name</b>	P2N05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child attends prog before / after HS	49	1=Before Head Start or kindergarten
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	272	<b>Mean</b>	146 2=After Head Start or kindergarten
<b>Minimum</b>		<b>Maximum</b>	77 3=Both before/after Head Start/kindergarten
			2408 -1/.N=Not Applicable
			1 -7/.R=Refused
			5 -8/.D=Don't know
			629 SYSMIS/.
<b>Name</b>	P2N06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child rec regular care from relative	1917	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2685	<b>Mean</b>	768 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P2N07	Frequency	Code and Description
<b>Label</b>	P2: Number of relative care arrangements	577	1=One
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	764	<b>Mean</b>	141 2=Two
<b>Minimum</b>		<b>Maximum</b>	31 3=Three
			15 4=Four or more
			1917 -1/.N=Not Applic
			2 -7/.R=Refused
			3 -8/.D=Don't know
			629 SYSMIS/.

Name	P2N08	Frequency	Code and Description
<b>Label</b>	P2: Relationship of relative to child	492	1=grandparent
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	766	<b>Mean</b>	158 2=aunt
<b>Minimum</b>		<b>Maximum</b>	24 3=uncle
			15 4=brother
			26 5=sister
			51 6=another relative
			1917 -1/.N=Not Applicable
			2 -7/.R=Refused
			1 -8/.D=Don't know
			629 SYSMIS/.

Name	P2N09	Frequency	Code and Description
<b>Label</b>	P2: Location of relative care	316	1=Own home
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	768	<b>Mean</b>	416 2=Other home
<b>Minimum</b>		<b>Maximum</b>	36 3=Both/varies
			1917 -1/.N=Not Applic
			1 -7/.R=Refused
			629 SYSMIS/.

Name	P2N09a	Frequency	Code and Description
<b>Label</b>	P2: Relative caregiver live in R home	98	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	315	<b>Mean</b>	217 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2369 -1/.N=Not Applic
			2 -7/.R=Refused
			629 SYSMIS/.

Name	P2N10	Frequency	Code and Description
<b>Label</b>	P2:# dys/wk child rec care from relative	767	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	767	<b>Mean</b>	4.02
<b>Minimum</b>	1	<b>Maximum</b>	7
			1917 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2N11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Hrs/wk child recv care from relative	758	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	758	<b>Mean</b>	16.40
<b>Minimum</b>	1	<b>Maximum</b>	72
			1917 -1/.N=Not Applicable
			2 -7/.R=Refused
			9 -8/.D=Don't know
			629 SYSMIS/.
<b>Name</b>	P2N12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child rec rel care before / after HS	58	1=Before Head Start or kindergarten
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	764	<b>Mean</b>	493
<b>Minimum</b>		<b>Maximum</b>	213
			3=Both before/after Head Start/kindergarten
			1917 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			629 SYSMIS/.
<b>Name</b>	P2N13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child recv other care on reg basis	2541	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2683	<b>Mean</b>	142
<b>Minimum</b>		<b>Maximum</b>	
			1=Yes
			2 -7/.R=Refused
			1 -8/.D=Don't know
			629 SYSMIS/.
<b>Name</b>	P2N14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Number of other care arrangements	116	1=One
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	139	<b>Mean</b>	17
<b>Minimum</b>		<b>Maximum</b>	4
			3=Three
			2 4=Four or more
			2541 -1/.N=Not Applic
			2 -7/.R=Refused
			4 -8/.D=Don't know
			629 SYSMIS/.
<b>Name</b>	P2N15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Location of other care	25	1=Respondent's home
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	141	<b>Mean</b>	109
<b>Minimum</b>		<b>Maximum</b>	7
			3=Both/varies
			2541 -1/.N=Not Applicable
			2 -7/.R=Refused
			2 -8/.D=Don't know
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2N16	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Nonrelative caregiver live in R home	18	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	25	<b>Mean</b>	7 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2657 -1/.N=Not Applic
			2 -7/.R=Refused
			2 -8/.D=Don't know
			629 SYSMIS/.
<b>Name</b>	P2N17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: #dys/wk C rec care from non-relative	141	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	141	<b>Mean</b>	3.96
<b>Minimum</b>	1	<b>Maximum</b>	7
			2541 -1/.N=Not Applicable
			2 -7/.R=Refused
			2 -8/.D=Don't know
			629 SYSMIS/.
<b>Name</b>	P2N18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Hrs/wk C rec care from non-relative	138	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	138	<b>Mean</b>	16.22
<b>Minimum</b>	2	<b>Maximum</b>	50
			2541 -1/.N=Not Applicable
			3 -7/.R=Refused
			4 -8/.D=Don't know
			629 SYSMIS/.
<b>Name</b>	P2N19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child rec other care before/after HS	20	1=Before Head Start or kindergarten
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	70 2=After Head Start or kindergarten
<b>Minimum</b>		<b>Maximum</b>	45 3=Both before/after Head Start/kindergarten
			2541 -1/.N=Not Applicable
			4 -7/.R=Refused
			6 -8/.D=Don't know
			629 SYSMIS/.
<b>Name</b>	P2N20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: # dys/wk C recv care before/after HS	95	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	95	<b>Mean</b>	4.02
<b>Minimum</b>	0	<b>Maximum</b>	7
			2588 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			629 SYSMIS/.
<b>Name</b>	P2N21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Hrs/wk C recv care before / after HS	95	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	95	<b>Mean</b>	20.84
<b>Minimum</b>	2	<b>Maximum</b>	80
			2588 -1/.N=Not Applicable
			3 -8/.D=Don't know
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2N22	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Charge/fee for any of the care	657	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1080	<b>Mean</b>	423 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1606 -1/.N=Not Applic
			629 SYSMIS/.

<b>Name</b>	P2N23a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Do you pay for it yourself	46	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	422	<b>Mean</b>	376 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2263 -1/.N=Not Applic
			1 -7/.R=Refused
			629 SYSMIS/.

<b>Name</b>	P2N23b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Does a government agency pay	291	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	418	<b>Mean</b>	127 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2263 -1/.N=Not Applic
			2 -7/.R=Refused
			3 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2N23c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Does an employer pay	408	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	419	<b>Mean</b>	11 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2263 -1/.N=Not Applic
			1 -7/.R=Refused
			3 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2N23d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Does someone else pay	397	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	420	<b>Mean</b>	23 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2263 -1/.N=Not Applic
			2 -7/.R=Refused
			1 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2N23e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Trade child care w/someone else	416	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	422	<b>Mean</b>	6 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2263 -1/.N=Not Applic
			1 -7/.R=Refused
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P2N23f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Other (please specify)	420	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	421	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2263 -1/.N=Not Applic
			1 -7/.R=Refused
			1 -8/.D=Don't know
			629 SYSMIS/.

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<b>Name</b>	P2N24amt	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Amt paid for Childcare arrangements	405	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	405	<b>Mean</b>	2263 -1/.N=Not Applicable
<b>Minimum</b>	0	<b>Maximum</b>	847
			8 -7/.R=Refused
			10 -8/.D=Don't know
			629 SYSMIS/.

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<b>Name</b>	P2N24per	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Time period care paid for	1	1=Per hour
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	370	<b>Mean</b>	29 2=Per day
<b>Minimum</b>		<b>Maximum</b>	189 3=Per week
			29 4=Bi-weekly
			120 5=Per month
			1 6=Per year
			1 7=Other
			2298 -1/.N=Not Applic
			8 -7/.R=Refused
			10 -8/.D=Don't know
			629 SYSMIS/.

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<b>Name</b>	P2N25	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Amt includes other children in house	134	1=Child only
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	245	<b>Mean</b>	111 2=Child and others
<b>Minimum</b>		<b>Maximum</b>	2291 -1/.N=Not Applic
			4 -7/.R=Refused
			10 -8/.D=Don't know
			136 -9/.M=Missing
			629 SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	P2P01			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child's overall health status			1333	1=Excellent
<b>Format</b>	Num	<b>Type</b>	Source	771	2=Very Good
<b>Valid N</b>	2681	<b>Mean</b>		429	3=Good
<b>Minimum</b>		<b>Maximum</b>		140	4=Fair
				8	5=Poor
				1	-7/.R=Refused
				1	-8/.D=Don't know
				3	-9/.M=Missing
				629	SYSMIS/.
<b>Name</b>	P2P04			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child take vitamin/ mineral suppl			34	0=No
<b>Format</b>	Num	<b>Type</b>	Source	37	1=Yes
<b>Valid N</b>	71	<b>Mean</b>		2614	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-8/.D=Don't know
				629	SYSMIS/.
<b>Name</b>	P2P05			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Place where child goes for med care			1900	1=A private doctor, private clinic, or HMO
<b>Format</b>	Num	<b>Type</b>	Source	418	2=An outpatient clinic run by a hospital
<b>Valid N</b>	2673	<b>Mean</b>		5	3=The emergency room at a hospital
<b>Minimum</b>		<b>Maximum</b>		326	4=Public health department or community health center
				2	5=A migrant health clinic
				4	6=The Indian Health Service
				18	7=Someplace else
				2	-7/.R=Refused
				11	-8/.D=Don't know
				629	SYSMIS/.
<b>Name</b>	P2P06			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2:HS help find hlth-care prov for child			2500	0=No
<b>Format</b>	Num	<b>Type</b>	Source	183	1=Yes
<b>Valid N</b>	2683	<b>Mean</b>		1	-7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>		2	-8/.D=Don't know
				629	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2P06a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: How HS helped find healthcare prov			121	1=Provided information
<b>Format</b>	Num	<b>Type</b>	Source	45	2=Made referrals, for example, phone calls
<b>Valid N</b>	182	<b>Mean</b>		12	3=Provided health care directly
<b>Minimum</b>		<b>Maximum</b>		4	4=Helped in some other way
				2500	-1/.N=Not Applicable
				1	-7/.R=Refused
				3	-8/.D=Don't know
				629	SYSMIS/.
<b>Name</b>	P2P06b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Reason HS didn't help find prov			2031	1=Had a health care provider prior to enrollment
<b>Format</b>	Num	<b>Type</b>	Source	330	2=Found a health care provider on my own
<b>Valid N</b>	2463	<b>Mean</b>		51	3=Other
<b>Minimum</b>		<b>Maximum</b>		51	4=Did not ask for help
				183	-1/.N=Not Applicable
				1	-7/.R=Refused
				36	-8/.D=Don't know
				3	-9/.M=Missing
				629	SYSMIS/.
<b>Name</b>	P2P07			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Time since child had check-up w/ Doc			2099	1=6 months ago or less
<b>Format</b>	Num	<b>Type</b>	Source	540	2=more than 6 mnths but not more than 1 year ago
<b>Valid N</b>	2681	<b>Mean</b>		40	3=more than 1 year but not more than 2 years ago
<b>Minimum</b>		<b>Maximum</b>		1	4=more than 2 years ago
				1	5=never
				1	-7/.R=Refused
				1	-8/.D=Don't know
				3	-9/.M=Missing
				629	SYSMIS/.
<b>Name</b>	P2P08			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Time since C had check-up w/ Dentist			1979	1=6 months ago or less
<b>Format</b>	Num	<b>Type</b>	Source	544	2=more than 6 mnths but not more than 1 year ago
<b>Valid N</b>	2677	<b>Mean</b>		58	3=more than 1 year but not more than 2 years ago
<b>Minimum</b>		<b>Maximum</b>		4	4=more than 2 years ago
				92	5=never
				1	-7/.R=Refused
				5	-8/.D=Don't know
				3	-9/.M=Missing
				629	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2P09a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child health cov: Private insurance	1286	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2663	<b>Mean</b>	1377 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			22 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2P09b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child health cov: Medicaid	888	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2664	<b>Mean</b>	1776 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			21 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2P09c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child health cov: CHIP	1984	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2643	<b>Mean</b>	659 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			42 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2P09d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child health cov: Military hlth care	2633	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2667	<b>Mean</b>	34 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			18 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2P09e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child health cov: Indian hlth servc	2638	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2678	<b>Mean</b>	40 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			7 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2P09f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child health cov: Oth govt program	2629	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2673	<b>Mean</b>	44 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			12 -8/.D=Don't know
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2P10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2:#doc visits for injury in pst 12mnths	2368	0=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2682	<b>Mean</b>	221 1=Once
<b>Minimum</b>		<b>Maximum</b>	64 2=Twice
			29 3=Three or more times
			1 -7/.R=Refused
			3 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2P11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child restricted because of injury	242	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	313	<b>Mean</b>	71 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2368 -1/.N=Not Applic
			1 -7/.R=Refused
			4 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2P12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child miss HS bcause of injury	161	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	313	<b>Mean</b>	152 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2368 -1/.N=Not Applic
			1 -7/.R=Refused
			4 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2P13a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Asthma	2349	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2684	<b>Mean</b>	335 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			1 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2P13b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Respiratory/ breathing illness	2446	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2683	<b>Mean</b>	237 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			2 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2P13c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Stomach or gastrointestinal illness	2614	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2685	<b>Mean</b>	71 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2P13d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Ear infection	2146	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2682	<b>Mean</b>	536 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			3 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2P13e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Problem with muscles or with moving	2676	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2682	<b>Mean</b>	6 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			3 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P13f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Developmental delay	2622	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2680	<b>Mean</b>	58 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			2 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P13g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Epilepsy or seizures	2657	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2681	<b>Mean</b>	24 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			1 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P13h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Heart defect	2643	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2683	<b>Mean</b>	40 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			2 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P13i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Mental retardation	2671	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2682	<b>Mean</b>	11 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			3 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2P13j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Lactose intolerance	2628	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2681	<b>Mean</b>	53 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			1 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P13k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Other food allergy or sensitivity	2611	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2682	<b>Mean</b>	71 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			3 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P13l	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Prob with allergies other than foods	2371	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2680	<b>Mean</b>	309 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			2 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P13m	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Attention deficit, hyperactivity	2621	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2675	<b>Mean</b>	54 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			7 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P13n	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Diabetes	2680	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2682	<b>Mean</b>	2 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			3 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P14a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Asthma	182	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	335	<b>Mean</b>	153 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2349 -1/.N=Not Applic
			1 -7/.R=Refused
			1 -8/.D=Don't know
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P2P14b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Respiratory/ breathing illness			87	0=No
<b>Format</b>	Num	<b>Type</b>	Source	150	1=Yes
<b>Valid N</b>	237	<b>Mean</b>		2446	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				2	-8/.D=Don't know
				629	SYSMIS/.

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<b>Name</b>	P2P14c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Stomach or gastrointestinal illness			17	0=No
<b>Format</b>	Num	<b>Type</b>	Source	54	1=Yes
<b>Valid N</b>	71	<b>Mean</b>		2614	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				629	SYSMIS/.

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<b>Name</b>	P2P14d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Ear infection			197	0=No
<b>Format</b>	Num	<b>Type</b>	Source	336	1=Yes
<b>Valid N</b>	533	<b>Mean</b>		2146	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				5	-8/.D=Don't know
				1	-9/.M=Missing
				629	SYSMIS/.

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<b>Name</b>	P2P14e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Problem with muscles or with moving			4	0=No
<b>Format</b>	Num	<b>Type</b>	Source	2	1=Yes
<b>Valid N</b>	6	<b>Mean</b>		2676	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				3	-9/.M=Missing
				629	SYSMIS/.

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<b>Name</b>	P2P14f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Developmental delay			53	0=No
<b>Format</b>	Num	<b>Type</b>	Source	5	1=Yes
<b>Valid N</b>	58	<b>Mean</b>		2622	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				2	-8/.D=Don't know
				3	-9/.M=Missing
				629	SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	P2P14g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Epilepsy or seizures			15	0=No
<b>Format</b>	Num	<b>Type</b>	Source	9	1=Yes
<b>Valid N</b>	24	<b>Mean</b>		2657	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				1	-8/.D=Don't know
				3	-9/.M=Missing
				629	SYSMIS/.

<b>Name</b>	P2P14h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Heart defect			37	0=No
<b>Format</b>	Num	<b>Type</b>	Source	3	1=Yes
<b>Valid N</b>	40	<b>Mean</b>		2643	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				2	-9/.M=Missing
				629	SYSMIS/.

<b>Name</b>	P2P14i			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Mental retardation			11	0=No
<b>Format</b>	Num	<b>Type</b>	Source	2671	-1/.N=Not Applic
<b>Valid N</b>	11	<b>Mean</b>		1	-7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>		3	-9/.M=Missing
				629	SYSMIS/.

<b>Name</b>	P2P14j			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Lactose intolerance			46	0=No
<b>Format</b>	Num	<b>Type</b>	Source	7	1=Yes
<b>Valid N</b>	53	<b>Mean</b>		2628	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				1	-8/.D=Don't know
				3	-9/.M=Missing
				629	SYSMIS/.

<b>Name</b>	P2P14k			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Other food allergy or sensitivity			56	0=No
<b>Format</b>	Num	<b>Type</b>	Source	15	1=Yes
<b>Valid N</b>	71	<b>Mean</b>		2611	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				3	-9/.M=Missing
				629	SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P2P14l	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Prob with allergies other than foods	233	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	309	<b>Mean</b>	76 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2371 -1/.N=Not Applic
			1 -7/.R=Refused
			2 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.

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<b>Name</b>	P2P14m	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Attention deficit, hyperactivity	48	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	54	<b>Mean</b>	6 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2621 -1/.N=Not Applic
			1 -7/.R=Refused
			7 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.

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<b>Name</b>	P2P14n	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Diabetes	2	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	2680 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			3 -9/.M=Missing
			629 SYSMIS/.

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<b>Name</b>	P2P15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child restricted due to health prob	2599	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2680	<b>Mean</b>	81 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			2 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.

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<b>Name</b>	P2P16	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child missed HS due to health prob	2185	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2680	<b>Mean</b>	495 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			2 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	P2P17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: C evaluated for attention/learning	2552	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2681	<b>Mean</b>	129 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			1 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2P18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Attention/learning problem diagnosed	59	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	129	<b>Mean</b>	70 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2552 -1/.N=Not Applic
			1 -7/.R=Refused
			1 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2P19_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Mental retardation or cog impairmnt	61	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	63	<b>Mean</b>	2 1=Mental retardation or cognitive impairment
<b>Minimum</b>		<b>Maximum</b>	2611 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			8 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2P19_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Emotional/behavior disability	60	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	63	<b>Mean</b>	3 2=Emotional/behavior disability
<b>Minimum</b>		<b>Maximum</b>	2611 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			8 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2P19_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Autism or PDD	54	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	63	<b>Mean</b>	9 3=Autism or pervasive developmental delay (PDD)
<b>Minimum</b>		<b>Maximum</b>	2611 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			8 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2P19_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Traumatic brain injury	63	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	63	<b>Mean</b>	2611 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			3 -8/.D=Don't know
			8 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P19_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Oppositional Defiant Disorder	63	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	63	<b>Mean</b>	2611 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			3 -8/.D=Don't know
			8 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P19_6	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Other attention/learning problem	44	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	63	<b>Mean</b>	19 6=Other
<b>Minimum</b>		<b>Maximum</b>	2611 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			8 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P19_8	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: ADD/ADHD	34	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	63	<b>Mean</b>	29 8=ADD/ADHD
<b>Minimum</b>		<b>Maximum</b>	2611 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			8 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P19_9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: No problem diagnosed	59	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	63	<b>Mean</b>	4 9=No problem
<b>Minimum</b>		<b>Maximum</b>	2611 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			8 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2P20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child evaluated about activity level	2613	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2677	<b>Mean</b>	64 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			5 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2P21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Activity level problem diagnosed	29	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	64	<b>Mean</b>	35 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2613 -1/.N=Not Applic
			1 -7/.R=Refused
			5 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2P22_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Attention deficit disorder (ADD)	30	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	35	<b>Mean</b>	5 1=Attention deficit disorder (ADD)
<b>Minimum</b>		<b>Maximum</b>	2642 -1/.N=Not Applicable
			1 -7/.R=Refused
			5 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2P22_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Attn deficit hyperactivity disorder	22	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	35	<b>Mean</b>	13 2=Attention deficit hyperactivity disorder (ADHD)
<b>Minimum</b>		<b>Maximum</b>	2642 -1/.N=Not Applicable
			1 -7/.R=Refused
			5 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2P22_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Other activity level problem	22	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	35	<b>Mean</b>	13 3=Other
<b>Minimum</b>		<b>Maximum</b>	2642 -1/.N=Not Applicable
			1 -7/.R=Refused
			5 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2P22_9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: No problem diagnosed	30	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	35	<b>Mean</b>	5 9=No problem
<b>Minimum</b>		<b>Maximum</b>	2642 -1/.N=Not Applicable
			1 -7/.R=Refused
			5 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P23	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child evaluated about arms/legs	2659	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2682	<b>Mean</b>	23 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			3 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P24	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Arms / legs problem diagnosed	14	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	23	<b>Mean</b>	9 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2659 -1/.N=Not Applic
			1 -7/.R=Refused
			3 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P25_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Cerebral palsy	6	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	7	<b>Mean</b>	1 1=Cerebral palsy
<b>Minimum</b>		<b>Maximum</b>	2673 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P25_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Epilepsy or seizures	7	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	7	<b>Mean</b>	2673 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			2 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2P25_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Other physical impairment (specify)	2	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	7	<b>Mean</b>	5 3=Other physical impairment
<b>Minimum</b>		<b>Maximum</b>	2673 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P25_9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: No problem diagnosed	5	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	7	<b>Mean</b>	2 9=No problem
<b>Minimum</b>		<b>Maximum</b>	2673 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P26	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child use special equipment	6	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	9	<b>Mean</b>	3 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2673 -1/.N=Not Applic
			1 -7/.R=Refused
			3 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P27	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child evaluated about communicating	2515	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2680	<b>Mean</b>	165 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			2 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P28	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Communication problem diagnosed	74	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	165	<b>Mean</b>	91 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2515 -1/.N=Not Applic
			1 -7/.R=Refused
			2 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2P29_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Speech impairment	23	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	66 1=Speech impairment
<b>Minimum</b>		<b>Maximum</b>	2589 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2P29_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Language impairment	83	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	6 2=Language impairment
<b>Minimum</b>		<b>Maximum</b>	2589 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2P29_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Autism or PDD	85	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	4 3=Autism or pervasive developmental delay (PDD)
<b>Minimum</b>		<b>Maximum</b>	2589 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2P29_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Mental retardation/cogn. impairment	88	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	1 4=Mental retardation or cognitive impairment
<b>Minimum</b>		<b>Maximum</b>	2589 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2P29_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Emotional/behavior disability	89	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	2589 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			4 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2P29_6	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Other (specify)	82	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	7 6=Other
<b>Minimum</b>		<b>Maximum</b>	2589 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P29_8	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Hearing impairment	84	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	5 8=Hearing impairment
<b>Minimum</b>		<b>Maximum</b>	2589 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P29_9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: No problem diagnosed	86	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	3 9=No problem
<b>Minimum</b>		<b>Maximum</b>	2589 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P30	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: diff in hearing/understanding speech	2590	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2682	<b>Mean</b>	92 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			3 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P31	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Evaluated over hearing/understanding	52	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	92	<b>Mean</b>	40 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2590 -1/.N=Not Applic
			1 -7/.R=Refused
			3 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2P32	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Hearing problem diagnosed	19	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	40	<b>Mean</b>	21 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2642 -1/.N=Not Applic
			1 -7/.R=Refused
			3 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2P33_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Ear infection	20	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	21	<b>Mean</b>	1 1=Ear infection
<b>Minimum</b>		<b>Maximum</b>	2661 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2P33_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Hearing impairment/hard of hearing	11	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	21	<b>Mean</b>	10 2=Hearing impairment/hard of hearing
<b>Minimum</b>		<b>Maximum</b>	2661 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2P33_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Deafness	20	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	21	<b>Mean</b>	1 3=Deafness
<b>Minimum</b>		<b>Maximum</b>	2661 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2P33_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Language impairment	14	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	21	<b>Mean</b>	7 4=Language impairment
<b>Minimum</b>		<b>Maximum</b>	2661 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -9/.M=Missing
			629 SYSMIS/.
<b>Name</b>	P2P33_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Autism or PDD	21	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	21	<b>Mean</b>	2661 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			3 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P2P33_6	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Mental retardation	20	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	21	<b>Mean</b>	1 6=Mental retardation
<b>Minimum</b>		<b>Maximum</b>	2661 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -9/.M=Missing
			629 SYSMIS/.

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<b>Name</b>	P2P33_7	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Emotional/behavior disability	21	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	21	<b>Mean</b>	2661 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			3 -9/.M=Missing
			629 SYSMIS/.

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<b>Name</b>	P2P33_8	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Other (specify)	20	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	21	<b>Mean</b>	1 8=Other
<b>Minimum</b>		<b>Maximum</b>	2661 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -9/.M=Missing
			629 SYSMIS/.

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<b>Name</b>	P2P33_9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: No problem diagnosed	20	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	21	<b>Mean</b>	1 9=No problem
<b>Minimum</b>		<b>Maximum</b>	2661 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -9/.M=Missing
			629 SYSMIS/.

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<b>Name</b>	P2P34	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child wears hearing aid	9	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	11	<b>Mean</b>	2 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2675 -1/.N=Not Applic
			629 SYSMIS/.

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<b>Name</b>	P2P35a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child have cochlear implants	4	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	7	<b>Mean</b>	3 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2675 -1/.N=Not Applic
			4 -9/.M=Missing
			629 SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	P2P35b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Effect on ability to hear/understand	3	1=greatly improves his/her hearing
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	4	<b>Mean</b>	1 2=somewhat improves his/her hearing
<b>Minimum</b>		<b>Maximum</b>	2682 -1/.N=Not Applicable
			629 SYSMIS/.

<b>Name</b>	P2P36	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child has difficulty seeing	2568	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2678	<b>Mean</b>	110 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			4 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P37	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child's vision evaluated by pro	25	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	110	<b>Mean</b>	85 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2568 -1/.N=Not Applic
			1 -7/.R=Refused
			4 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P38	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Vision problem diagnosed	16	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	85	<b>Mean</b>	69 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2593 -1/.N=Not Applic
			1 -7/.R=Refused
			4 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P39_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Near sighted	46	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	66	<b>Mean</b>	20 1=Near sighted
<b>Minimum</b>		<b>Maximum</b>	2609 -1/.N=Not Applicable
			1 -7/.R=Refused
			7 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2P39_2			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Far sighted			51	0=No
<b>Format</b>	Num	<b>Type</b>	Source	15	2=Far sighted
<b>Valid N</b>	66	<b>Mean</b>		2609	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				7	-8/.D=Don't know
				3	-9/.M=Missing
				629	SYSMIS/.

<b>Name</b>	P2P39_3			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Legally blind			64	0=No
<b>Format</b>	Num	<b>Type</b>	Source	2	3=Legally blind
<b>Valid N</b>	66	<b>Mean</b>		2609	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				7	-8/.D=Don't know
				3	-9/.M=Missing
				629	SYSMIS/.

<b>Name</b>	P2P39_4			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Other (specify)			60	0=No
<b>Format</b>	Num	<b>Type</b>	Source	5	4=Other
<b>Valid N</b>	65	<b>Mean</b>		2609	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				8	-8/.D=Don't know
				3	-9/.M=Missing
				629	SYSMIS/.

<b>Name</b>	P2P39_5			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Astigmatism			49	0=No
<b>Format</b>	Num	<b>Type</b>	Source	17	5=Astigmatism
<b>Valid N</b>	66	<b>Mean</b>		2609	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				7	-8/.D=Don't know
				3	-9/.M=Missing
				629	SYSMIS/.

<b>Name</b>	P2P39_6			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Lazy eye/Amblyopia			56	0=No
<b>Format</b>	Num	<b>Type</b>	Source	10	6=Lazy eye/Amblyopia
<b>Valid N</b>	66	<b>Mean</b>		2609	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				7	-8/.D=Don't know
				3	-9/.M=Missing
				629	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2P39a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child wears glasses/ contacts			14	0=No
<b>Format</b>	Num	<b>Type</b>	Source	55	1=Yes
<b>Valid N</b>	69	<b>Mean</b>		2609	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				4	-8/.D=Don't know
				3	-9/.M=Missing
				629	SYSMIS/.
<b>Name</b>	P2P39b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Effect of glasses on C's eyesight			28	1=correctable with glasses
<b>Format</b>	Num	<b>Type</b>	Source	21	2=improvable with glasses
<b>Valid N</b>	52	<b>Mean</b>		3	3=not correctable with glasses
<b>Minimum</b>		<b>Maximum</b>		2623	-1/.N=Not Applicable
				1	-7/.R=Refused
				7	-8/.D=Don't know
				3	-9/.M=Missing
				629	SYSMIS/.
<b>Name</b>	P2P40a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Speech or language therapy			121	0=No
<b>Format</b>	Num	<b>Type</b>	Source	96	1=Yes
<b>Valid N</b>	217	<b>Mean</b>		2469	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		629	SYSMIS/.
<b>Name</b>	P2P40b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Occupational therapy or OT			182	0=No
<b>Format</b>	Num	<b>Type</b>	Source	32	1=Yes
<b>Valid N</b>	214	<b>Mean</b>		2469	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		3	-8/.D=Don't know
				629	SYSMIS/.
<b>Name</b>	P2P40c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Physical therapy or PT			198	0=No
<b>Format</b>	Num	<b>Type</b>	Source	18	1=Yes
<b>Valid N</b>	216	<b>Mean</b>		2469	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-8/.D=Don't know
				629	SYSMIS/.
<b>Name</b>	P2P40d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Vision services			176	0=No
<b>Format</b>	Num	<b>Type</b>	Source	41	1=Yes
<b>Valid N</b>	217	<b>Mean</b>		2469	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		629	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2P40e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Hearing or audiology services	186	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	217	<b>Mean</b>	31 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2469 -1/.N=Not Applic
			629 SYSMIS/.

<b>Name</b>	P2P40f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Social work services	200	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	217	<b>Mean</b>	17 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2469 -1/.N=Not Applic
			629 SYSMIS/.

<b>Name</b>	P2P40g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Psychological services	194	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	216	<b>Mean</b>	22 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2469 -1/.N=Not Applic
			1 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2P40h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Parent support or training	201	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	217	<b>Mean</b>	16 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2469 -1/.N=Not Applic
			629 SYSMIS/.

<b>Name</b>	P2P40i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Special classes with other children	186	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	216	<b>Mean</b>	30 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2469 -1/.N=Not Applic
			1 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2P40j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Private tutoring or schooling	193	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	217	<b>Mean</b>	24 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2469 -1/.N=Not Applic
			629 SYSMIS/.

<b>Name</b>	P2P40k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Instruction in Braille	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2680 -1/.N=Not Applic
			4 -8/.D=Don't know
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2P40I	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Instruction in sign language	6	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	7	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2675 -1/.N=Not Applic
			4 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P41a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: EI pgm/svcs fr local school district	140	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	215	<b>Mean</b>	75 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2469 -1/.N=Not Applic
			2 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2P41b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: EI pgm/svcs fr health/soc svc agency	191	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	214	<b>Mean</b>	23 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2469 -1/.N=Not Applic
			3 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2P41c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: EI pgm/svcs fr health care provider	160	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	215	<b>Mean</b>	55 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2469 -1/.N=Not Applic
			2 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2P41d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: EI pgm/svcs fr other source	208	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	216	<b>Mean</b>	8 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2469 -1/.N=Not Applic
			1 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2P42	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Any suggestion to get C evaluated	1687	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1752	<b>Mean</b>	65 1=Yes
<b>Minimum</b>		<b>Maximum</b>	351 -1/.N=Not Applic
			4 -7/.R=Refused
			2 -8/.D=Don't know
			577 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P2P42a01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Condition: Behavior problem	60	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	65	<b>Mean</b>	5 1=Behavior problem
<b>Minimum</b>		<b>Maximum</b>	2038 -1/.N=Not Applicable
			4 -7/.R=Refused
			2 -8/.D=Don't know
			577 -9/.M=Missing
			629 SYSMIS/.

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<b>Name</b>	P2P42a02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Condition: Emotional problem	63	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	65	<b>Mean</b>	2 2=Emotional problem
<b>Minimum</b>		<b>Maximum</b>	2038 -1/.N=Not Applicable
			4 -7/.R=Refused
			2 -8/.D=Don't know
			577 -9/.M=Missing
			629 SYSMIS/.

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<b>Name</b>	P2P42a03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Condition: Attention problem	63	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	65	<b>Mean</b>	2 3=Attention problem
<b>Minimum</b>		<b>Maximum</b>	2038 -1/.N=Not Applicable
			4 -7/.R=Refused
			2 -8/.D=Don't know
			577 -9/.M=Missing
			629 SYSMIS/.

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<b>Name</b>	P2P42a04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Condition: Developmental delay	63	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	65	<b>Mean</b>	2 4=Developmental delay
<b>Minimum</b>		<b>Maximum</b>	2038 -1/.N=Not Applicable
			4 -7/.R=Refused
			2 -8/.D=Don't know
			577 -9/.M=Missing
			629 SYSMIS/.

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<b>Name</b>	P2P42a05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Condition: Problem with use of arms or legs	65	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	65	<b>Mean</b>	2038 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	4 -7/.R=Refused
			2 -8/.D=Don't know
			577 -9/.M=Missing
			629 SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	P2P42a06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Condition: Oppositional defiant disorder	65	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	65	<b>Mean</b>	2038 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	4 -7/.R=Refused
			2 -8/.D=Don't know
			577 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P42a07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Condition: Speech problem	38	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	65	<b>Mean</b>	2038 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	4 -7/.R=Refused
			2 -8/.D=Don't know
			577 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P42a08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Condition: Hearing problem	60	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	65	<b>Mean</b>	2038 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	4 -7/.R=Refused
			2 -8/.D=Don't know
			577 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P42a09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Condition: Vision problem	49	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	65	<b>Mean</b>	2038 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	4 -7/.R=Refused
			2 -8/.D=Don't know
			577 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2P42a10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Condition: Other (specify)	54	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	65	<b>Mean</b>	2038 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	4 -7/.R=Refused
			2 -8/.D=Don't know
			577 -9/.M=Missing
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2P43			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child has IEP or IFSP			2493	0=No
<b>Format</b>	Num	<b>Type</b>	Source	169	1=Yes
<b>Valid N</b>	2662	<b>Mean</b>		4	-7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>		17	-8/.D=Don't know
				3	-9/.M=Missing
				629	SYSMIS/.
<hr/>					
<b>Name</b>	P2P44			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R help develop IEP/IFSP for child			18	0=No
<b>Format</b>	Num	<b>Type</b>	Source	150	1=Yes
<b>Valid N</b>	168	<b>Mean</b>		2493	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		4	-7/.R=Refused
				18	-8/.D=Don't know
				3	-9/.M=Missing
				629	SYSMIS/.
<hr/>					
<b>Name</b>	P2P45			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: HS staff or others developed IEP			127	1=School staff
<b>Format</b>	Num	<b>Type</b>	Source	40	2=Not school staff
<b>Valid N</b>	167	<b>Mean</b>		2493	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		4	-7/.R=Refused
				19	-8/.D=Don't know
				3	-9/.M=Missing
				629	SYSMIS/.
<hr/>					
<b>Name</b>	P2P46			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: IEP services child is receiving			18	1=none of the services identified in the IEP or IFSP
<b>Format</b>	Num	<b>Type</b>	Source	36	2=some of the services
<b>Valid N</b>	165	<b>Mean</b>		15	3=most of the services
<b>Minimum</b>		<b>Maximum</b>		96	4=all of the services identified in the IEP or IFSP
				2493	-1/.N=Not Applicable
				4	-7/.R=Refused
				21	-8/.D=Don't know
				3	-9/.M=Missing
				629	SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P2P47	Frequency	Code and Description
<b>Label</b>	P2: R's satisfaction w/ IEP services	3	1=very dissatisfied
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	146	<b>Mean</b>	3 2=somewhat dissatisfied
<b>Minimum</b>		<b>Maximum</b>	26 3=somewhat satisfied
			114 4=very satisfied
			2511 -1/.N=Not Applicable
			4 -7/.R=Refused
			22 -8/.D=Don't know
			3 -9/.M=Missing
			629 SYSMIS/.

Name	P2Q01	Frequency	Code and Description
<b>Label</b>	P2: R's health status	643	1=Excellent
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2685	<b>Mean</b>	805 2=Very Good
<b>Minimum</b>		<b>Maximum</b>	832 3=Good
			355 4=Fair
			50 5=Poor
			1 -7/.R=Refused
			629 SYSMIS/.

Name	P2Q02a	Frequency	Code and Description
<b>Label</b>	P2: R's health cov: Private insurance	1538	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2672	<b>Mean</b>	1134 1=Yes
<b>Minimum</b>		<b>Maximum</b>	6 -7/.R=Refused
			8 -8/.D=Don't know
			629 SYSMIS/.

Name	P2Q02b	Frequency	Code and Description
<b>Label</b>	P2: R's health cov: Medicaid	1775	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2666	<b>Mean</b>	891 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -7/.R=Refused
			16 -8/.D=Don't know
			629 SYSMIS/.

Name	P2Q02c	Frequency	Code and Description
<b>Label</b>	P2: R's health cov: Military health care	2644	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2679	<b>Mean</b>	35 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -7/.R=Refused
			4 -8/.D=Don't know
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2Q02d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R's health cov: Indian health servc	2647	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2678	<b>Mean</b>	31 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -7/.R=Refused
			5 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2Q02e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R's hlth cov: Medicare, oth govt pgm	2622	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2680	<b>Mean</b>	58 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -7/.R=Refused
			3 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2Q03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Hlth impairment keeps R from working	2474	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2681	<b>Mean</b>	207 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			4 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2Q04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Limited in kind/amount of work	2425	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2682	<b>Mean</b>	257 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			3 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2Q05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R smoked tobacco in last 30 days	2077	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2682	<b>Mean</b>	605 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -7/.R=Refused
			629 SYSMIS/.

<b>Name</b>	P2Q06num	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Quantity cigarettes smoked per day	603	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	603	<b>Mean</b>	5.44
<b>Minimum</b>	0	<b>Maximum</b>	30
			2077 -1/.N=Not Applicable
			4 -7/.R=Refused
			2 -8/.D=Don't know
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2Q06cod	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Units code cigarettes smoked per day	466	1=Cigarettes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	602	<b>Mean</b>	136 2=Packs
<b>Minimum</b>		<b>Maximum</b>	2077 -1/.N=Not Applic
			4 -7/.R=Refused
			1 -8/.D=Don't know
			2 -9/.M=Missing
			629 SYSMIS/.

<b>Name</b>	P2Q07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Anyone else in hhold smoked tobacco	2247	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2681	<b>Mean</b>	434 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -7/.R=Refused
			2 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2Q08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: No of others that smoke in R home	432	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	432	<b>Mean</b>	1.19
<b>Minimum</b>	1	<b>Maximum</b>	4
			2247 -1/.N=Not Applicable
			3 -7/.R=Refused
			4 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2Q09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Freq. R drinks alcoholic beverages	2023	0=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2684	<b>Mean</b>	480 1=Less than once a week
<b>Minimum</b>		<b>Maximum</b>	151 2=1 or 2 days per week
			18 3=3 or 4 days per week
			5 4=5 or 6 days per week
			7 5=Every day
			2 -7/.R=Refused
			629 SYSMIS/.

<b>Name</b>	P2Q10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Number/day of alcoholic beverages	658	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	658	<b>Mean</b>	2.10
<b>Minimum</b>	1	<b>Maximum</b>	18
			2023 -1/.N=Not Applicable
			2 -7/.R=Refused
			3 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2Q11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Anyone else in R home that drinks	2200	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2684	<b>Mean</b>	484 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2Q12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: No of others that drink in R home	484	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	484	<b>Mean</b>	1.13
<b>Minimum</b>	0	<b>Maximum</b>	4
			2200 -1/.N=Not Applicable
			2 -7/.R=Refused
			629 SYSMIS/.

<b>Name</b>	P2Q13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Anyone in R household uses drugs	2677	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2683	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			6 1=Yes
			2 -7/.R=Refused
			1 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2Q14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: No of people in R hhold use drugs	6	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	6	<b>Mean</b>	0.67
<b>Minimum</b>	0	<b>Maximum</b>	1
			2677 -1/.N=Not Applicable
			2 -7/.R=Refused
			1 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2Q15a1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Frequency trouble w/fam for alcohol	845	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	916	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			28 2=Once or twice
			4 3=Three or four times
			1 4=Five or six times
			6 5=More than six times
			32 6=NA/DON't USE
			1769 -1/.N=Not Applicable
			1 -7/.R=Refused
			629 SYSMIS/.

<b>Name</b>	P2Q15a2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Frequency trouble w/family for drugs	4	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	6	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			1 2=Once or twice
			1 5=More than six times
			2677 -1/.N=Not Applicable
			2 -7/.R=Refused
			1 -8/.D=Don't know
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P2Q15b1	Frequency	Code and Description
<b>Label</b>	P2: Freq trouble w/police for alcohol	866	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	916	<b>Mean</b>	21 2=Once or twice
<b>Minimum</b>		<b>Maximum</b>	1 3=Three or four times
			28 6=NA/DON't USE
			1769 -1/.N=Not Applicable
			1 -7/.R=Refused
			629 SYSMIS/.

Name	P2Q15b2	Frequency	Code and Description
<b>Label</b>	P2: Freq trouble w/police for drugs	5	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	6	<b>Mean</b>	1 2=Once or twice
<b>Minimum</b>		<b>Maximum</b>	2677 -1/.N=Not Applicable
			2 -7/.R=Refused
			1 -8/.D=Don't know
			629 SYSMIS/.

Name	P2Q15c1	Frequency	Code and Description
<b>Label</b>	P2: Freq missd work/school due to alcohol	881	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	916	<b>Mean</b>	8 2=Once or twice
<b>Minimum</b>		<b>Maximum</b>	1 3=Three or four times
			26 6=NA/DON't USE
			1769 -1/.N=Not Applicable
			1 -8/.D=Don't know
			629 SYSMIS/.

Name	P2Q15c2	Frequency	Code and Description
<b>Label</b>	P2: Freq missed work/school due to drugs	5	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	6	<b>Mean</b>	1 5=More than six times
<b>Minimum</b>		<b>Maximum</b>	2677 -1/.N=Not Applicable
			2 -7/.R=Refused
			1 -8/.D=Don't know
			629 SYSMIS/.

Name	P2S01	Frequency	Code and Description
<b>Label</b>	P2: R completed HS FNA or FPA	1478	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2604	<b>Mean</b>	1126 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			81 -8/.D=Don't know
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2S02a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R/hhold rec help with housing	2432	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2684	<b>Mean</b>	252 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			1 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2S02b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R/hhold rec training for a job	2613	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2685	<b>Mean</b>	72 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			629 SYSMIS/.

<b>Name</b>	P2S02c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R/hhold rec help finding a job	2583	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2685	<b>Mean</b>	102 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			629 SYSMIS/.

<b>Name</b>	P2S02d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R/hhold rec help for school/college	2517	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2685	<b>Mean</b>	168 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			629 SYSMIS/.

<b>Name</b>	P2S02e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R/hhold rec ESL classes	2527	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2685	<b>Mean</b>	158 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			629 SYSMIS/.

<b>Name</b>	P2S02f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R/hhold rec transp for work/training	2642	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2685	<b>Mean</b>	43 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			629 SYSMIS/.

<b>Name</b>	P2S02g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R/hhold rec child care	2476	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2681	<b>Mean</b>	205 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			4 -8/.D=Don't know
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2S02h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R/hhold rec alcohol/ drug treatment	2674	0=No
<b>Format</b>	Num	<b>Type</b>	Source 11 1=Yes
<b>Valid N</b>	2685	<b>Mean</b>	1 -7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>	629 SYSMIS/.

<b>Name</b>	P2S02i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R/hhold rec advice from a lawyer	2626	0=No
<b>Format</b>	Num	<b>Type</b>	Source 59 1=Yes
<b>Valid N</b>	2685	<b>Mean</b>	1 -7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>	629 SYSMIS/.

<b>Name</b>	P2S02j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R/hhold rec mental health services	2609	0=No
<b>Format</b>	Num	<b>Type</b>	Source 75 1=Yes
<b>Valid N</b>	2684	<b>Mean</b>	1 -7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know 629 SYSMIS/.

<b>Name</b>	P2S02k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R/hhold rec help w/ family violence	2653	0=No
<b>Format</b>	Num	<b>Type</b>	Source 31 1=Yes
<b>Valid N</b>	2684	<b>Mean</b>	1 -7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know 629 SYSMIS/.

<b>Name</b>	P2S02l	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R/hhold rec help for oth family prob	2624	0=No
<b>Format</b>	Num	<b>Type</b>	Source 59 1=Yes
<b>Valid N</b>	2683	<b>Mean</b>	1 -7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know 629 SYSMIS/.

<b>Name</b>	P2S02m	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R/hhold rec dental/orthodontic care	2360	0=No
<b>Format</b>	Num	<b>Type</b>	Source 325 1=Yes
<b>Valid N</b>	2685	<b>Mean</b>	1 -7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>	629 SYSMIS/.

<b>Name</b>	P2S03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: HS helped R in obtaining services	555	0=No
<b>Format</b>	Num	<b>Type</b>	Source 351 1=Yes
<b>Valid N</b>	906	<b>Mean</b>	1776 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 2 -8/.D=Don't know 1 -9/.M=Missing 629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2T01a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Help to watch C when R runs errand	444	1=Never true
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2680	<b>Mean</b>	1009 2=Sometimes true
<b>Minimum</b>		<b>Maximum</b>	1227 3=Always true
			1 -7/.R=Refused
			5 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2T01b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Help w/ ride to get child to doctor	267	1=Never true
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2677	<b>Mean</b>	589 2=Sometimes true
<b>Minimum</b>		<b>Maximum</b>	1821 3=Always true
			3 -7/.R=Refused
			6 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2T01c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Others check when child is sick	235	1=Never true
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2684	<b>Mean</b>	726 2=Sometimes true
<b>Minimum</b>		<b>Maximum</b>	1723 3=Always true
			1 -7/.R=Refused
			1 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2T01d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Other to talk to when problem w/ HS	251	1=Never true
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2683	<b>Mean</b>	550 2=Sometimes true
<b>Minimum</b>		<b>Maximum</b>	1882 3=Always true
			2 -7/.R=Refused
			1 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2T01e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Others will loan emergency cash	289	1=Never true
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2672	<b>Mean</b>	806 2=Sometimes true
<b>Minimum</b>		<b>Maximum</b>	1577 3=Always true
			2 -7/.R=Refused
			12 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2T01f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R has someone to talk to for advice	132	1=Never true
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2683	<b>Mean</b>	559 2=Sometimes true
<b>Minimum</b>		<b>Maximum</b>	1992 3=Always true
			3 -7/.R=Refused
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P2T02a	Frequency	Code and Description
<b>Label</b>	P2: How helpful father has been	669	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2675	<b>Mean</b>	400 2=Somewhat helpful
<b>Minimum</b>		<b>Maximum</b>	1292 3=Very helpful
			314 4=NOT APPLICABLE
			8 -7/.R=Refused
			3 -8/.D=Don't know
			629 SYSMIS/.

Name	P2T02b	Frequency	Code and Description
<b>Label</b>	P2: How helpful mother has been	79	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2684	<b>Mean</b>	43 2=Somewhat helpful
<b>Minimum</b>		<b>Maximum</b>	193 3=Very helpful
			2369 4=NOT APPLICABLE
			2 -8/.D=Don't know
			629 SYSMIS/.

Name	P2T02c	Frequency	Code and Description
<b>Label</b>	P2: How helpful spouse/partner is	118	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2678	<b>Mean</b>	257 2=Somewhat helpful
<b>Minimum</b>		<b>Maximum</b>	1381 3=Very helpful
			922 4=NOT APPLICABLE
			4 -7/.R=Refused
			4 -8/.D=Don't know
			629 SYSMIS/.

Name	P2T02d	Frequency	Code and Description
<b>Label</b>	P2: How helpful grandparents are	360	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2682	<b>Mean</b>	415 2=Somewhat helpful
<b>Minimum</b>		<b>Maximum</b>	1590 3=Very helpful
			317 4=NOT APPLICABLE
			2 -7/.R=Refused
			2 -8/.D=Don't know
			629 SYSMIS/.

Name	P2T02e	Frequency	Code and Description
<b>Label</b>	P2: How helpful other relatives are	444	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2681	<b>Mean</b>	793 2=Somewhat helpful
<b>Minimum</b>		<b>Maximum</b>	1305 3=Very helpful
			139 4=NOT APPLICABLE
			2 -7/.R=Refused
			3 -8/.D=Don't know
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P2T02f	Frequency	Code and Description
<b>Label</b>	P2: How helpful friends have been	609	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2683	<b>Mean</b>	942 2=Somewhat helpful
<b>Minimum</b>		<b>Maximum</b>	939 3=Very helpful
			193 4=NOT APPLICABLE
			2 -7/.R=Refused
			1 -8/.D=Don't know
			629 SYSMIS/.

Name	P2T02g	Frequency	Code and Description
<b>Label</b>	P2: How helpful coworkers have been	961	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2682	<b>Mean</b>	401 2=Somewhat helpful
<b>Minimum</b>		<b>Maximum</b>	299 3=Very helpful
			1021 4=NOT APPLICABLE
			3 -7/.R=Refused
			1 -8/.D=Don't know
			629 SYSMIS/.

Name	P2T02h	Frequency	Code and Description
<b>Label</b>	P2: How helpful social workers are	883	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2680	<b>Mean</b>	296 2=Somewhat helpful
<b>Minimum</b>		<b>Maximum</b>	284 3=Very helpful
			1217 4=NOT APPLICABLE
			2 -7/.R=Refused
			4 -8/.D=Don't know
			629 SYSMIS/.

Name	P2T02i	Frequency	Code and Description
<b>Label</b>	P2: How helpful Head Start staff is	359	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2678	<b>Mean</b>	682 2=Somewhat helpful
<b>Minimum</b>		<b>Maximum</b>	1517 3=Very helpful
			120 4=NOT APPLICABLE
			4 -7/.R=Refused
			4 -8/.D=Don't know
			629 SYSMIS/.

Name	P2T02j	Frequency	Code and Description
<b>Label</b>	P2: How helpful other parents are	1058	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2680	<b>Mean</b>	562 2=Somewhat helpful
<b>Minimum</b>		<b>Maximum</b>	390 3=Very helpful
			670 4=NOT APPLICABLE
			2 -7/.R=Refused
			4 -8/.D=Don't know
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P2T02k			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: How helpful other childcare is			831	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source	317	2=Somewhat helpful
<b>Valid N</b>	2679	<b>Mean</b>		356	3=Very helpful
<b>Minimum</b>		<b>Maximum</b>		1175	4=NOT APPLICABLE
				2	-7/.R=Refused
				5	-8/.D=Don't know
				629	SYSMIS/.

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<b>Name</b>	P2T02l			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: How helpful religious members are			930	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source	449	2=Somewhat helpful
<b>Valid N</b>	2682	<b>Mean</b>		573	3=Very helpful
<b>Minimum</b>		<b>Maximum</b>		730	4=NOT APPLICABLE
				2	-7/.R=Refused
				2	-8/.D=Don't know
				629	SYSMIS/.

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<b>Name</b>	P2T02m			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Anyone else been helpful			113	2=Somewhat helpful
<b>Format</b>	Num	<b>Type</b>	Source	185	3=Very helpful
<b>Valid N</b>	298	<b>Mean</b>		2387	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-8/.D=Don't know
				629	SYSMIS/.

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<b>Name</b>	P2U01a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Bothered by things			1727	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source	600	2=Some or a Little
<b>Valid N</b>	2671	<b>Mean</b>		271	3=Occasionally or Moderate
<b>Minimum</b>		<b>Maximum</b>		73	4=Most or All
				6	-7/.R=Refused
				9	-8/.D=Don't know
				629	SYSMIS/.

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<b>Name</b>	P2U01b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Your appetite was poor			1898	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source	483	2=Some or a Little
<b>Valid N</b>	2677	<b>Mean</b>		203	3=Occasionally or Moderate
<b>Minimum</b>		<b>Maximum</b>		93	4=Most or All
				4	-7/.R=Refused
				5	-8/.D=Don't know
				629	SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	P2U01c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Could not shake off the blues			2106	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source	351	2=Some or a Little
<b>Valid N</b>	2672	<b>Mean</b>		146	3=Occasionally or Moderate
<b>Minimum</b>		<b>Maximum</b>		69	4=Most or All
				5	-7/.R=Refused
				9	-8/.D=Don't know
				629	SYSMIS/.

<b>Name</b>	P2U01d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Trouble keeping mind on track			1894	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source	510	2=Some or a Little
<b>Valid N</b>	2680	<b>Mean</b>		195	3=Occasionally or Moderate
<b>Minimum</b>		<b>Maximum</b>		81	4=Most or All
				4	-7/.R=Refused
				2	-8/.D=Don't know
				629	SYSMIS/.

<b>Name</b>	P2U01e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Depressed			2043	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source	429	2=Some or a Little
<b>Valid N</b>	2680	<b>Mean</b>		126	3=Occasionally or Moderate
<b>Minimum</b>		<b>Maximum</b>		82	4=Most or All
				4	-7/.R=Refused
				2	-8/.D=Don't know
				629	SYSMIS/.

<b>Name</b>	P2U01f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Everything was an effort			1411	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source	549	2=Some or a Little
<b>Valid N</b>	2666	<b>Mean</b>		301	3=Occasionally or Moderate
<b>Minimum</b>		<b>Maximum</b>		405	4=Most or All
				5	-7/.R=Refused
				15	-8/.D=Don't know
				629	SYSMIS/.

<b>Name</b>	P2U01g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Fearful			2324	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source	230	2=Some or a Little
<b>Valid N</b>	2676	<b>Mean</b>		76	3=Occasionally or Moderate
<b>Minimum</b>		<b>Maximum</b>		46	4=Most or All
				4	-7/.R=Refused
				6	-8/.D=Don't know
				629	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2U01h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Your sleep was restless	1648	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2680	<b>Mean</b>	593 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	237 3=Occasionally or Moderate
			202 4=Most or All
			4 -7/.R=Refused
			2 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2U01i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: You talked less than usual	2099	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2679	<b>Mean</b>	383 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	144 3=Occasionally or Moderate
			53 4=Most or All
			4 -7/.R=Refused
			3 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2U01j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: You felt lonely	2111	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2679	<b>Mean</b>	332 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	147 3=Occasionally or Moderate
			89 4=Most or All
			4 -7/.R=Refused
			3 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2U01k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: You felt sad	1955	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2681	<b>Mean</b>	499 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	153 3=Occasionally or Moderate
			74 4=Most or All
			4 -7/.R=Refused
			1 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2U01l	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: You could not get 'going'	1993	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2679	<b>Mean</b>	468 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	156 3=Occasionally or Moderate
			62 4=Most or All
			4 -7/.R=Refused
			3 -8/.D=Don't know
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P2V01	Frequency	Code and Description
<b>Label</b>	P2: School to be attended in Fall	1203	1=Returning to Head Start
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2663	<b>Mean</b>	256 2=Attending Pre-Kindergarten
<b>Minimum</b>		<b>Maximum</b>	933 3=Attending Kindergarten
			34 4=Attending another preschool
			6 5=Not attending any school
			231 6=Don't know yet
			1 -7/.R=Refused
			22 -8/.D=Don't know
			629 SYSMIS/.

Name	P2W01a	Frequency	Code and Description
<b>Label</b>	P2: Helping child to grow and develop	30	1=very dissatisfied
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2683	<b>Mean</b>	31 2=somewhat dissatisfied
<b>Minimum</b>		<b>Maximum</b>	339 3=somewhat satisfied
			2283 4=very satisfied
			2 -7/.R=Refused
			1 -8/.D=Don't know
			629 SYSMIS/.

Name	P2W01b	Frequency	Code and Description
<b>Label</b>	P2: Open to Ideas	34	1=very dissatisfied
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2655	<b>Mean</b>	44 2=somewhat dissatisfied
<b>Minimum</b>		<b>Maximum</b>	542 3=somewhat satisfied
			2035 4=very satisfied
			4 -7/.R=Refused
			27 -8/.D=Don't know
			629 SYSMIS/.

Name	P2W01c	Frequency	Code and Description
<b>Label</b>	P2: Respect R culture and background	29	1=very dissatisfied
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2677	<b>Mean</b>	25 2=somewhat dissatisfied
<b>Minimum</b>		<b>Maximum</b>	367 3=somewhat satisfied
			2256 4=very satisfied
			2 -7/.R=Refused
			7 -8/.D=Don't know
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2W01d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Identify/ provide services for child	35	1=very dissatisfied
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2654	<b>Mean</b>	33 2=somewhat dissatisfied
<b>Minimum</b>		<b>Maximum</b>	398 3=somewhat satisfied
			2188 4=very satisfied
			3 -7/.R=Refused
			29 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2W01e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Help provide services that help R	116	1=very dissatisfied
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2503	<b>Mean</b>	122 2=somewhat dissatisfied
<b>Minimum</b>		<b>Maximum</b>	653 3=somewhat satisfied
			1612 4=very satisfied
			12 -7/.R=Refused
			171 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2W01f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Maintaining a safe program	32	1=very dissatisfied
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2679	<b>Mean</b>	31 2=somewhat dissatisfied
<b>Minimum</b>		<b>Maximum</b>	323 3=somewhat satisfied
			2293 4=very satisfied
			1 -7/.R=Refused
			6 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2W01g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Prepare child to enter kindergarten	46	1=very dissatisfied
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2659	<b>Mean</b>	41 2=somewhat dissatisfied
<b>Minimum</b>		<b>Maximum</b>	353 3=somewhat satisfied
			2219 4=very satisfied
			1 -7/.R=Refused
			26 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2W01h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Help R be involved in community	77	1=very dissatisfied
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2564	<b>Mean</b>	131 2=somewhat dissatisfied
<b>Minimum</b>		<b>Maximum</b>	838 3=somewhat satisfied
			1518 4=very satisfied
			11 -7/.R=Refused
			111 -8/.D=Don't know
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P2W02a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child feels safe in Head Start			10	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	132	2=Sometimes
<b>Valid N</b>	2683	<b>Mean</b>		201	3=Often
<b>Minimum</b>		<b>Maximum</b>		2340	4=Always
				1	-7/.R=Refused
				2	-8/.D=Don't know
				629	SYSMIS/.

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<b>Name</b>	P2W02b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child gets lots of indiv attention			52	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	494	2=Sometimes
<b>Valid N</b>	2651	<b>Mean</b>		589	3=Often
<b>Minimum</b>		<b>Maximum</b>		1516	4=Always
				1	-7/.R=Refused
				34	-8/.D=Don't know
				629	SYSMIS/.

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<b>Name</b>	P2W02c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Teacher open to new info			18	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	176	2=Sometimes
<b>Valid N</b>	2661	<b>Mean</b>		331	3=Often
<b>Minimum</b>		<b>Maximum</b>		2136	4=Always
				1	-7/.R=Refused
				24	-8/.D=Don't know
				629	SYSMIS/.

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<b>Name</b>	P2W02d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child happy in HS program			6	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	150	2=Sometimes
<b>Valid N</b>	2685	<b>Mean</b>		235	3=Often
<b>Minimum</b>		<b>Maximum</b>		2294	4=Always
				1	-7/.R=Refused
				629	SYSMIS/.

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<b>Name</b>	P2W02e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Teacher warm towards child			14	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	167	2=Sometimes
<b>Valid N</b>	2673	<b>Mean</b>		235	3=Often
<b>Minimum</b>		<b>Maximum</b>		2257	4=Always
				1	-7/.R=Refused
				12	-8/.D=Don't know
				629	SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	P2W02f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child treated w/ respect by teachers	4	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2676	<b>Mean</b>	88 2=Sometimes
<b>Minimum</b>		<b>Maximum</b>	187 3=Often
			2397 4=Always
			1 -7/.R=Refused
			9 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2W02g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Teacher takes interest in child	8	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2668	<b>Mean</b>	154 2=Sometimes
<b>Minimum</b>		<b>Maximum</b>	268 3=Often
			2238 4=Always
			1 -7/.R=Refused
			17 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2W02h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Child feels accepted by teacher	14	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2679	<b>Mean</b>	103 2=Sometimes
<b>Minimum</b>		<b>Maximum</b>	200 3=Often
			2362 4=Always
			1 -7/.R=Refused
			6 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2W02i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Teacher supportive of R as parent	13	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2675	<b>Mean</b>	128 2=Sometimes
<b>Minimum</b>		<b>Maximum</b>	197 3=Often
			2337 4=Always
			1 -7/.R=Refused
			10 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2W02k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R feels welcome by teacher	10	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2682	<b>Mean</b>	91 2=Sometimes
<b>Minimum</b>		<b>Maximum</b>	160 3=Often
			2421 4=Always
			1 -7/.R=Refused
			3 -8/.D=Don't know
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2W02l	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Teacher disciplines w/o being harsh	19	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2637	<b>Mean</b>	157 2=Sometimes
<b>Minimum</b>		<b>Maximum</b>	214 3=Often
			2247 4=Always
			3 -7/.R=Refused
			46 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2W02m	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Teacher happy and content	10	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2679	<b>Mean</b>	158 2=Sometimes
<b>Minimum</b>		<b>Maximum</b>	244 3=Often
			2267 4=Always
			1 -7/.R=Refused
			6 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2W02n	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Aide warm towards Child	15	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2657	<b>Mean</b>	134 2=Sometimes
<b>Minimum</b>		<b>Maximum</b>	218 3=Often
			2290 4=Always
			1 -7/.R=Refused
			28 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2Y01a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R able to understand q's easily	2685	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2685	<b>Mean</b>	6.37
<b>Minimum</b>	1	<b>Maximum</b>	7
			1 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2Y01b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: The respondent was truthful	2685	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2685	<b>Mean</b>	6.57
<b>Minimum</b>	1	<b>Maximum</b>	7
			1 -8/.D=Don't know
			629 SYSMIS/.

<b>Name</b>	P2Y01c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: The respondent was accurate	2685	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2685	<b>Mean</b>	6.46
<b>Minimum</b>	1	<b>Maximum</b>	7
			1 -8/.D=Don't know
			629 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P2Y01d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R Interested in the interview			2685	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1	-8/.D=Don't know
<b>Valid N</b>	2685	<b>Mean</b>	6.49	629	SYSMIS/.
<b>Minimum</b>	1	<b>Maximum</b>	7		
<b>Name</b>	P2Y01e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Respondent was cooperative			2685	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1	-8/.D=Don't know
<b>Valid N</b>	2685	<b>Mean</b>	6.67	629	SYSMIS/.
<b>Minimum</b>	1	<b>Maximum</b>	7		
<b>Name</b>	P2Y01f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: R had no English lang problem			2684	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	2	-8/.D=Don't know
<b>Valid N</b>	2684	<b>Mean</b>	5.93	629	SYSMIS/.
<b>Minimum</b>	1	<b>Maximum</b>	7		
<b>Name</b>	P2Y01g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Interviewed w/out interruptions			2685	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1	-8/.D=Don't know
<b>Valid N</b>	2685	<b>Mean</b>	6.16	629	SYSMIS/.
<b>Minimum</b>	1	<b>Maximum</b>	7		
<b>Name</b>	P2Y01h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Your opinion about the data			2685	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1	-8/.D=Don't know
<b>Valid N</b>	2685	<b>Mean</b>	6.49	629	SYSMIS/.
<b>Minimum</b>	1	<b>Maximum</b>	7		
<b>Name</b>	P2Y_Z1			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Interviewed with an interpreter			2589	0=No
<b>Format</b>	Num	<b>Type</b>	Source	95	1=Yes
<b>Valid N</b>	2684	<b>Mean</b>		2	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>		629	SYSMIS/.
<b>Name</b>	P2Y_Z2			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P2: Language used			81	12=Spanish
<b>Format</b>	Num	<b>Type</b>	Source	7	19=Vietnamese
<b>Valid N</b>	95	<b>Mean</b>		1	20=Arabic
<b>Minimum</b>		<b>Maximum</b>		4	21=Other
				2	30=African language
				2589	-1/.N=Not Applicable
				2	-9/.M=Missing
				629	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3_Lang	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Language	1569	1=English
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2066	<b>Mean</b>	497 2=Spanish
<b>Minimum</b>		<b>Maximum</b>	1249 SYSMIS/.

<b>Name</b>	P3_2Child	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: 2-child Interview status	1922	0=one child
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2066	<b>Mean</b>	71 1=child #1 (of 2)
<b>Minimum</b>		<b>Maximum</b>	71 2=child #2 (of 2)
			2 33=ch #3(missing)
			1249 SYSMIS/.

<b>Name</b>	P3_Date	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Interview completed date	216	February 2008
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2066	<b>Mean</b>	793 March 2008
<b>Minimum</b>		<b>Maximum</b>	903 April 2008
			154 May 2008
			1249 SYSMIS/.

<b>Name</b>	P3_RGender	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Respondent Gender	1917	1=Girl/female
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2066	<b>Mean</b>	149 2=Boy/male
<b>Minimum</b>		<b>Maximum</b>	1249 SYSMIS/.

<b>Name</b>	P3_SC7	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Respondent birth date	231	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	231	<b>Mean</b>	1973.95
<b>Minimum</b>	1960	<b>Maximum</b>	1986
			1 -7/.R=Refused
			3083 SYSMIS/.

<b>Name</b>	P3_SC9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Resp Relationship to child	1823	11=Bio/adopt/step mother
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2066	<b>Mean</b>	145 12=Bio/adopt/step father
<b>Minimum</b>		<b>Maximum</b>	79 17=(great)grandparent
			19 31=Other
			1249 SYSMIS/.

<b>Name</b>	P3_SC10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Are you child's legal guardian	14	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	92	<b>Mean</b>	78 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1967 -1/.N=Not Applic
			1256 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3_Z01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Relat of (FIRST) to (SECOND CHILD)	63	1=Twin brother or sister
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	124	<b>Mean</b>	10 3=Half brother or sister
<b>Minimum</b>		<b>Maximum</b>	2 4=Step brother or sister
			47 7=Brother or sister
			2 8=Other relationship
			1922 -1/.N=Not Applicable
			1269 SYSMIS/.
<b>Name</b>	P3_Z02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Kids are identical/ fraternal twins	6	1=Identical
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	63	<b>Mean</b>	57 2=Fraternat
<b>Minimum</b>		<b>Maximum</b>	1983 -1/.N=Not Applic
			1269 SYSMIS/.
<b>Name</b>	P3_Z03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Children have the same bio mother	2	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	10	<b>Mean</b>	8 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1987 -1/.N=Not Applic
			1318 SYSMIS/.
<b>Name</b>	P3_Z04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Children have the same bio father	8	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	55	<b>Mean</b>	47 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1987 -1/.N=Not Applic
			1273 SYSMIS/.
<b>Name</b>	P3AA01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child went to HS til end of last pgm yr/stop before	908	1=kept going to end of program year
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	926	<b>Mean</b>	18 2=stopped going before end of program year
<b>Minimum</b>		<b>Maximum</b>	1131 -1/.N=Not Applicable
			9 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3AA02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Date Child stopped going to HS prog	12	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	12	<b>Mean</b>	2039 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	5 -8/.D=Don't know
			10 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3AA03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Why Child stopped going to HS prog	7	1=family moved
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	16	<b>Mean</b>	2 2=illness of child
<b>Minimum</b>		<b>Maximum</b>	1 4=conflict with parent s work or school schedule
			1 5=lack of transportation
			3 8=parent decision not to send child or to send child elsewhere
			2 9=needed full-day child care
			2039 -1/.N=Not Applicable
			1 -7/.R=Refused
			10 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3AA04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Enrolled in other child care/prgm (excl summer pgm)	18	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	18	<b>Mean</b>	2039 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	9 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3BB01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child is currently attending or enrolled in school	927	1=yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	928	<b>Mean</b>	1 2=home schooled
<b>Minimum</b>		<b>Maximum</b>	1131 -1/.N=Not Applic
			7 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3BB02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Grade or year Child is attending	927	4=kindergarten
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	927	<b>Mean</b>	1132 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	7 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3BB03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Grade Child would be in at school w/ regular grades	1	4=kindergarten
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	2058 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	7 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3B01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Number of adults living in household	2066	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2066	<b>Mean</b>	1249 SYSMIS/.
<b>Minimum</b>	1	<b>Maximum</b>	9

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3B02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Number of children living in house	2066	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2066	<b>Mean</b>	2.72
<b>Minimum</b>	1	<b>Maximum</b>	9
<b>Name</b>	P3B03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Are preloaded HH members correct?	705	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2055	<b>Mean</b>	1324
<b>Minimum</b>		<b>Maximum</b>	11
			-1/.N=Not Applicable
			1249 SYSMIS/.
<b>Name</b>	P3B04_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 1 age	2063	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2063	<b>Mean</b>	3.52
<b>Minimum</b>	2	<b>Maximum</b>	6
<b>Name</b>	P3B05_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 1 relationship to child	33	9=Sister/half/stepsister
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2065	<b>Mean</b>	39
<b>Minimum</b>		<b>Maximum</b>	1
			12=Other relative or in-law (male)
			1992 19=Focus child
			1 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3B06_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 1 attended Head Start	11	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	11	<b>Mean</b>	2055
<b>Minimum</b>		<b>Maximum</b>	-1/.N=Not Applic
			1249 SYSMIS/.
<b>Name</b>	P3B07_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Currently in Head Start, person #01	2	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	2064
<b>Minimum</b>		<b>Maximum</b>	-1/.N=Not Applic
			1249 SYSMIS/.
<b>Name</b>	P3B08_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Early Head Start, person #01	6	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	10	<b>Mean</b>	4
<b>Minimum</b>		<b>Maximum</b>	1
			-8/.D=Don't know
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3BHH_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 1 status in HH	2055	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2055	<b>Mean</b>	11 -9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>	1249 SYSMIS/.
<b>Name</b>	P3BSI_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 1 still in HH	2066	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	1249 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P3BDL_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 1 date left HH	2066	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	1249 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P3B04_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 2 age	2061	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2061	<b>Mean</b>	28.74
<b>Minimum</b>	2	<b>Maximum</b>	74
<b>Name</b>	P3B05_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 2 relationship to child	1722	1=Bio/adoptive mother
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2065	<b>Mean</b>	138 2=Bio/adoptive father
<b>Minimum</b>		<b>Maximum</b>	2 3=Stepmother
			2 4=Stepfather
			51 5=Grandmother
			5 6=Grandfather
			4 7=Great grandmother
			36 9=Sister/half/sister
			29 10=Brother/half/stepbrother
			8 11=Other relative or in-law (female)
			1 12=Other relative or in-law (male)
			6 13=Foster parent (female)
			6 15=Other non-relative (female)
			55 19=Focus child
			1 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3B06_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 2 attended Head Start	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	2055 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	10 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3B07_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Currently in Head Start, person #02	2066	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	1249
<b>Minimum</b>		<b>Maximum</b>	SYSMIS/.
<b>Name</b>	P3B08_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Early Head Start, person #02	1	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	2065
<b>Minimum</b>		<b>Maximum</b>	1249
			SYSMIS/.
<b>Name</b>	P3BHH_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 2 status in HH	2023	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2055	<b>Mean</b>	1
<b>Minimum</b>		<b>Maximum</b>	1=Joined
			31
			2=Left
			11
			-1/.N=Not Applicable
			1249
			SYSMIS/.
<b>Name</b>	P3BSI_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 2 still in HH	31	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	730	<b>Mean</b>	699
<b>Minimum</b>		<b>Maximum</b>	1=Yes
			1336
			-1/.N=Not Applic
			1249
			SYSMIS/.
<b>Name</b>	P3BDL_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 2 date left HH	28	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	28	<b>Mean</b>	2035
<b>Minimum</b>		<b>Maximum</b>	-1/.N=Not Applicable
			3
			-8/.D=Don't know
			1249
			SYSMIS/.
<b>Name</b>	P3B04_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 3 age	1979	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1979	<b>Mean</b>	26.02
<b>Minimum</b>	0	<b>Maximum</b>	87
			75
			-1/.N=Not Applicable
			1
			-8/.D=Don't know
			11
			-9/.M=Missing
			1249
			SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P3B05_03	Frequency	Code and Description
<b>Label</b>	P3: Household member 3 relationship to child	195	1=Bio/adoptive mother
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1989	<b>Mean</b>	722 2=Bio/adoptive father
<b>Minimum</b>		<b>Maximum</b>	1 3=Stepmother
			57 4=Stepfather
			114 5=Grandmother
			60 6=Grandfather
			13 7=Great grandmother
			8 8=Great grandfather
			321 9=Sister/half/sstepsister
			329 10=Brother/half/stepbrother
			51 11=Other relative or in-law (female)
			50 12=Other relative or in-law (male)
			2 14=Foster parent (male)
			13 15=Other non-relative (female)
			20 16=Other non-relative (male)
			1 17=Parent's partner (female)
			26 18=Parent's partner (male)
			6 19=Focus child
			75 -1/.N=Not Applicable
			2 -9/.M=Missing
			1249 SYSMIS/.

Name	P3B06_03	Frequency	Code and Description
<b>Label</b>	P3: Household member 3 attended Head Start	27	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	31	<b>Mean</b>	4 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2033 -1/.N=Not Applic
			1 -8/.D=Don't know
			1 -9/.M=Missing
			1249 SYSMIS/.

Name	P3B07_03	Frequency	Code and Description
<b>Label</b>	P3: Currently in Head Start, person #03	2066	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	1249 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

Name	P3B08_03	Frequency	Code and Description
<b>Label</b>	P3: Early Head Start, person #03	15	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	17	<b>Mean</b>	2 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2049 -1/.N=Not Applic
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3BHH_03			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 3 status in HH			1780	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source	29	1=Joined
<b>Valid N</b>	1981	<b>Mean</b>		172	2=Left
<b>Minimum</b>		<b>Maximum</b>		85	-1/.N=Not Applicable
				1249	SYSMIS/.

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<b>Name</b>	P3BSI_03			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 3 still in HH			172	0=No
<b>Format</b>	Num	<b>Type</b>	Source	529	1=Yes
<b>Valid N</b>	701	<b>Mean</b>		1365	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1249	SYSMIS/.

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<b>Name</b>	P3BDL_03			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 3 date left HH			157	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1894	-1/.N=Not Applicable
<b>Valid N</b>	157	<b>Mean</b>		11	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		4	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3B04_04			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 4 age			1722	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	332	-1/.N=Not Applicable
<b>Valid N</b>	1722	<b>Mean</b>	15.80	1	-8/.D=Don't know
<b>Minimum</b>	0	<b>Maximum</b>	87	11	-9/.M=Missing
				1249	SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	P3B05_04	Frequency	Code and Description
<b>Label</b>	P3: Household member 4 relationship to child	22	1=Bio/adoptive mother
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1731	<b>Mean</b>	102 2=Bio/adoptive father
<b>Minimum</b>		<b>Maximum</b>	4 3=Stepmother
			14 4=Stepfather
			102 5=Grandmother
			59 6=Grandfather
			8 7=Great grandmother
			5 8=Great grandfather
			550 9=Sister/half/sstepsister
			634 10=Brother/half/stepbrother
			81 11=Other relative or in-law (female)
			93 12=Other relative or in-law (male)
			10 15=Other non-relative (female)
			28 16=Other non-relative (male)
			14 18=Parent's partner (male)
			5 19=Focus child
			332 -1/.N=Not Applicable
			3 -9/.M=Missing
			1249 SYSMIS/.

Name	P3B06_04	Frequency	Code and Description
<b>Label</b>	P3: Household member 4 attended Head Start	86	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	100	<b>Mean</b>	14 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1959 -1/.N=Not Applic
			6 -8/.D=Don't know
			1 -9/.M=Missing
			1249 SYSMIS/.

Name	P3B07_04	Frequency	Code and Description
<b>Label</b>	P3: Currently in Head Start, person #04	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	2065 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1249 SYSMIS/.

Name	P3B08_04	Frequency	Code and Description
<b>Label</b>	P3: Early Head Start, person #04	52	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	54	<b>Mean</b>	2 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2011 -1/.N=Not Applic
			1 -8/.D=Don't know
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3BHH_04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 4 status in HH	1455	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1726	<b>Mean</b>	117 1=Joined
<b>Minimum</b>		<b>Maximum</b>	154 2=Left
			340 -1/.N=Not Applicable
			1249 SYSMIS/.

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<b>Name</b>	P3BSI_04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 4 still in HH	154	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	575	<b>Mean</b>	421 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1491 -1/.N=Not Applic
			1249 SYSMIS/.

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<b>Name</b>	P3BDL_04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 4 date left HH	139	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	139	<b>Mean</b>	1912 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused
			11 -8/.D=Don't know
			2 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3B04_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 5 age	1192	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1192	<b>Mean</b>	14.48
<b>Minimum</b>	0	<b>Maximum</b>	85
			866 -1/.N=Not Applicable
			1 -8/.D=Don't know
			7 -9/.M=Missing
			1249 SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	P3B05_05	Frequency	Code and Description
<b>Label</b>	P3: Household member 5 relationship to child	12	1=Bio/adoptive mother
<b>Format</b>	Num	74	2=Bio/adoptive father
<b>Valid N</b>	1198	1	3=Stepmother
<b>Minimum</b>		5	4=Stepfather
		46	5=Grandmother
		45	6=Grandfather
		4	7=Great grandmother
		1	8=Great grandfather
		371	9=Sister/half/sister
		408	10=Brother/half/stepbrother
		96	11=Other relative or in-law (female)
		86	12=Other relative or in-law (male)
		1	13=Foster parent (female)
		15	15=Other non-relative (female)
		20	16=Other non-relative (male)
		1	17=Parent's partner (female)
		7	18=Parent's partner (male)
		5	19=Focus child
		866	-1/.N=Not Applicable
		2	-9/.M=Missing
		1249	SYSMIS/.

Name	P3B06_05	Frequency	Code and Description
<b>Label</b>	P3: Household member 5 attended Head Start	108	0=No
<b>Format</b>	Num	30	1=Yes
<b>Valid N</b>	138	1916	-1/.N=Not Applic
<b>Minimum</b>		7	-8/.D=Don't know
		5	-9/.M=Missing
		1249	SYSMIS/.

Name	P3B07_05	Frequency	Code and Description
<b>Label</b>	P3: Currently in Head Start, person #05	1	0=No
<b>Format</b>	Num	2	1=Yes
<b>Valid N</b>	3	2063	-1/.N=Not Applic
<b>Minimum</b>		1249	SYSMIS/.

Name	P3B08_05	Frequency	Code and Description
<b>Label</b>	P3: Early Head Start, person #05	70	0=No
<b>Format</b>	Num	6	1=Yes
<b>Valid N</b>	76	1983	-1/.N=Not Applic
<b>Minimum</b>		4	-8/.D=Don't know
		3	-9/.M=Missing
		1249	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3BHH_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 5 status in HH	930	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1194	<b>Mean</b>	169 1=Joined
<b>Minimum</b>		<b>Maximum</b>	95 2=Left
			872 -1/.N=Not Applicable
			1249 SYSMIS/.
<b>Name</b>	P3BSI_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 5 still in HH	95	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	399	<b>Mean</b>	304 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1667 -1/.N=Not Applic
			1249 SYSMIS/.
<b>Name</b>	P3BDL_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 5 date left HH	84	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	84	<b>Mean</b>	1971 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	11 -8/.D=Don't know
			1249 SYSMIS/.
<b>Name</b>	P3B04_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 6 age	676	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	676	<b>Mean</b>	1390 -1/.N=Not Applicable
<b>Minimum</b>	0	<b>Maximum</b>	14.45
			78
<b>Name</b>	P3B05_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 6 relationship to child	13	1=Bio/adoptive mother
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	675	<b>Mean</b>	41 2=Bio/adoptive father
<b>Minimum</b>		<b>Maximum</b>	10 4=Stepfather
			23 5=Grandmother
			15 6=Grandfather
			5 7=Great grandmother
			181 9=Sister/half/sistersister
			213 10=Brother/half/stepbrother
			68 11=Other relative or in-law (female)
			72 12=Other relative or in-law (male)
			1 13=Foster parent (female)
			1 14=Foster parent (male)
			10 15=Other non-relative (female)
			12 16=Other non-relative (male)
			7 18=Parent's partner (male)
			3 19=Focus child
			1390 -1/.N=Not Applicable
			1 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3B06_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 6 attended Head Start	85	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	110	<b>Mean</b>	25 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1945 -1/.N=Not Applic
			7 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3B07_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Currently in Head Start, person #06	2	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2063 -1/.N=Not Applic
			1249 SYSMIS/.

<b>Name</b>	P3B08_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Early Head Start, person #06	54	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	59	<b>Mean</b>	5 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2004 -1/.N=Not Applic
			2 -8/.D=Don't know
			1 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3BHH_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 6 status in HH	460	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	673	<b>Mean</b>	135 1=Joined
<b>Minimum</b>		<b>Maximum</b>	78 2=Left
			1393 -1/.N=Not Applicable
			1249 SYSMIS/.

<b>Name</b>	P3BSI_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 6 still in HH	78	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	237	<b>Mean</b>	159 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1829 -1/.N=Not Applic
			1249 SYSMIS/.

<b>Name</b>	P3BDL_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 6 date left HH	68	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	68	<b>Mean</b>	1988 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	10 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3B04_07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 7 age	311	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	311	<b>Mean</b>	13.94
<b>Minimum</b>	0	<b>Maximum</b>	89
			1755 -1/.N=Not Applicable
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P3B05_07	Frequency	Code and Description
<b>Label</b>	P3: Household member 7 relationship to child	1	1=Bio/adoptive mother
<b>Format</b>	Num	19	2=Bio/adoptive father
<b>Valid N</b>	311	2	4=Stepfather
<b>Minimum</b>		13	5=Grandmother
		5	6=Grandfather
		2	7=Great grandmother
		1	8=Great grandfather
		77	9=Sister/half/sstepsister
		84	10=Brother/half/stepbrother
		46	11=Other relative or in-law (female)
		46	12=Other relative or in-law (male)
		1	13=Foster parent (female)
		2	14=Foster parent (male)
		9	16=Other non-relative (male)
		2	17=Parent's partner (female)
		1	18=Parent's partner (male)
		1755	-1/.N=Not Applicable
		1249	SYSMIS/.

Name	P3B06_07	Frequency	Code and Description
<b>Label</b>	P3: Household member 7 attended Head Start	55	0=No
<b>Format</b>	Num	14	1=Yes
<b>Valid N</b>	69	1992	-1/.N=Not Applic
<b>Minimum</b>		5	-8/.D=Don't know
		1249	SYSMIS/.

Name	P3B07_07	Frequency	Code and Description
<b>Label</b>	P3: Currently in Head Start, person #07	1	0=No
<b>Format</b>	Num	1	1=Yes
<b>Valid N</b>	2	2064	-1/.N=Not Applic
<b>Minimum</b>		1249	SYSMIS/.

Name	P3B08_07	Frequency	Code and Description
<b>Label</b>	P3: Early Head Start, person #07	42	0=No
<b>Format</b>	Num	3	1=Yes
<b>Valid N</b>	45	2021	-1/.N=Not Applic
<b>Minimum</b>		1249	SYSMIS/.

Name	P3BHH_07	Frequency	Code and Description
<b>Label</b>	P3: Household member 7 status in HH	193	0=Stayed
<b>Format</b>	Num	82	1=Joined
<b>Valid N</b>	310	35	2=Left
<b>Minimum</b>		1756	-1/.N=Not Applicable
		1249	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3BSI_07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 7 still in HH	35	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	120	<b>Mean</b>	85 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1946 -1/.N=Not Applic
			1249 SYSMIS/.
<b>Name</b>	P3BDL_07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 7 date left HH	30	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	30	<b>Mean</b>	2031 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	5 -8/.D=Don't know
			1249 SYSMIS/.
<b>Name</b>	P3B04_08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 8 age	148	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	148	<b>Mean</b>	1917 -1/.N=Not Applicable
<b>Minimum</b>	0	<b>Maximum</b>	12.67
			1 -8/.D=Don't know
			1249 SYSMIS/.
<b>Name</b>	P3B05_08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 8 relationship to child	1	1=Bio/adoptive mother
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	149	<b>Mean</b>	7 2=Bio/adoptive father
<b>Minimum</b>		<b>Maximum</b>	1 4=Stepfather
			4 5=Grandmother
			3 6=Grandfather
			2 7=Great grandmother
			34 9=Sister/half/sstepsister
			41 10=Brother/half/stepbrother
			25 11=Other relative or in-law (female)
			23 12=Other relative or in-law (male)
			4 15=Other non-relative (female)
			4 16=Other non-relative (male)
			1917 -1/.N=Not Applicable
			1249 SYSMIS/.
<b>Name</b>	P3B06_08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 8 attended Head Start	24	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	34	<b>Mean</b>	10 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2030 -1/.N=Not Applic
			2 -8/.D=Don't know
			1249 SYSMIS/.
<b>Name</b>	P3B07_08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Currently in Head Start, person #08	3	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3	<b>Mean</b>	2063 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3B08_08			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Early Head Start, person #08			22	0=No
<b>Format</b>	Num	<b>Type</b>	Source	2043	-1/.N=Not Applic
<b>Valid N</b>	22	<b>Mean</b>		1	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		1249	SYSMIS/.
<b>Name</b>	P3BHH_08			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 8 status in HH			88	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source	45	1=Joined
<b>Valid N</b>	149	<b>Mean</b>		16	2=Left
<b>Minimum</b>		<b>Maximum</b>		1917	-1/.N=Not Applicable
				1249	SYSMIS/.
<b>Name</b>	P3BSI_08			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 8 still in HH			16	0=No
<b>Format</b>	Num	<b>Type</b>	Source	45	1=Yes
<b>Valid N</b>	61	<b>Mean</b>		2005	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1249	SYSMIS/.
<b>Name</b>	P3BDL_08			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 8 date left HH			14	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	2050	-1/.N=Not Applicable
<b>Valid N</b>	14	<b>Mean</b>		2	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		1249	SYSMIS/.
<b>Name</b>	P3B04_09			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 9 age			75	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1990	-1/.N=Not Applicable
<b>Valid N</b>	75	<b>Mean</b>	14.89	1	-8/.D=Don't know
<b>Minimum</b>	0	<b>Maximum</b>	67	1249	SYSMIS/.
<b>Name</b>	P3B05_09			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 9 relationship to child			1	1=Bio/adoptive mother
<b>Format</b>	Num	<b>Type</b>	Source	10	2=Bio/adoptive father
<b>Valid N</b>	76	<b>Mean</b>		1	4=Stepfather
<b>Minimum</b>		<b>Maximum</b>		1	5=Grandmother
				2	6=Grandfather
				13	9=Sister/half/sstepsister
				17	10=Brother/half/stepbrother
				7	11=Other relative or in-law (female)
				19	12=Other relative or in-law (male)
				1	14=Foster parent (male)
				2	15=Other non-relative (female)
				2	16=Other non-relative (male)
				1990	-1/.N=Not Applicable
				1249	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3B06_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 9 attended Head Start	22	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	28	<b>Mean</b>	6 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2036 -1/.N=Not Applic
			2 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3B07_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Currently in Head Start, person #09	1	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	2065 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1249 SYSMIS/.

<b>Name</b>	P3B08_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Early Head Start, person #09	13	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	14	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2051 -1/.N=Not Applic
			1 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3BHH_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 9 status in HH	38	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	76	<b>Mean</b>	33 1=Joined
<b>Minimum</b>		<b>Maximum</b>	5 2=Left
			1990 -1/.N=Not Applicable
			1249 SYSMIS/.

<b>Name</b>	P3BSI_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 9 still in HH	5	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	22	<b>Mean</b>	17 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2044 -1/.N=Not Applic
			1249 SYSMIS/.

<b>Name</b>	P3BDL_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 9 date left HH	5	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	5	<b>Mean</b>	2061 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1249 SYSMIS/.

<b>Name</b>	P3B04_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 10 age	34	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	34	<b>Mean</b>	2032 -1/.N=Not Applicable
<b>Minimum</b>	0	<b>Maximum</b>	1249 SYSMIS/.
			13.62
			48

## Codebook for Child-Level PUF, continued

Name	P3B05_10	Frequency	Code and Description
Label	P3: Household member 10 relationship to child	1	1=Bio/adoptive mother
Format	Num	Type	Source
Valid N	34	Mean	1 2=Bio/adoptive father
Minimum		Maximum	2 5=Grandmother
			11 9=Sister/half/sstepsister
			4 10=Brother/half/stepbrother
			9 11=Other relative or in-law (female)
			4 12=Other relative or in-law (male)
			1 15=Other non-relative (female)
			1 16=Other non-relative (male)
			2032 -1/.N=Not Applicable
			1249 SYSMIS/.

Name	P3B06_10	Frequency	Code and Description
Label	P3: Household member 10 attended Head Start	12	0=No
Format	Num	Type	Source
Valid N	13	Mean	1 1=Yes
Minimum		Maximum	2052 -1/.N=Not Applic
			1 -8/.D=Don't know
			1249 SYSMIS/.

Name	P3B07_10	Frequency	Code and Description
Label	P3: Currently in Head Start, person #10	1	1=Yes
Format	Num	Type	Source
Valid N	1	Mean	2065 -1/.N=Not Applic
Minimum		Maximum	1249 SYSMIS/.

Name	P3B08_10	Frequency	Code and Description
Label	P3: Early Head Start, person #10	8	0=No
Format	Num	Type	Source
Valid N	8	Mean	2058 -1/.N=Not Applic
Minimum		Maximum	1249 SYSMIS/.

Name	P3BHH_10	Frequency	Code and Description
Label	P3: Household member 10 status in HH	12	0=Stayed
Format	Num	Type	Source
Valid N	34	Mean	16 1=Joined
Minimum		Maximum	6 2=Left
			2032 -1/.N=Not Applicable
			1249 SYSMIS/.

Name	P3BSI_10	Frequency	Code and Description
Label	P3: Household member 10 still in HH	6	0=No
Format	Num	Type	Source
Valid N	14	Mean	8 1=Yes
Minimum		Maximum	2052 -1/.N=Not Applic
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3BDL_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 10 date left HH		6 valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	6	<b>Mean</b>	2060 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1249 SYSMIS/.
<b>Name</b>	P3B04_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 11 age		16 valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	16	<b>Mean</b>	2049 -1/.N=Not Applicable
<b>Minimum</b>	0	<b>Maximum</b>	11.50
			1 -8/.D=Don't know
			1249 SYSMIS/.
<b>Name</b>	P3B05_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 11 relationship to child		1 5=Grandmother
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	17	<b>Mean</b>	2 9=Sister/half/sister
<b>Minimum</b>		<b>Maximum</b>	6 10=Brother/half/stepbrother
			5 11=Other relative or in-law (female)
			3 12=Other relative or in-law (male)
			2049 -1/.N=Not Applicable
			1249 SYSMIS/.
<b>Name</b>	P3B06_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 11 attended Head Start		9 0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	12	<b>Mean</b>	3 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2054 -1/.N=Not Applic
			1249 SYSMIS/.
<b>Name</b>	P3B07_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Currently in Head Start, person #11		2066 -1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	1249 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P3B08_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Early Head Start, person #11		8 0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	8	<b>Mean</b>	2058 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1249 SYSMIS/.
<b>Name</b>	P3BHH_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 11 status in HH		2 0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	17	<b>Mean</b>	13 1=Joined
<b>Minimum</b>		<b>Maximum</b>	2 2=Left
			2049 -1/.N=Not Applicable
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3BSI_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 11 still in HH	2	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	4	<b>Mean</b>	2062 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1249 SYSMIS/.
<b>Name</b>	P3BDL_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 11 date left HH	2	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	2064 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1249 SYSMIS/.
<b>Name</b>	P3B04_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 12 age	8	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	8	<b>Mean</b>	2057 -1/.N=Not Applicable
<b>Minimum</b>	0	<b>Maximum</b>	11.75 1 -8/.D=Don't know 1249 SYSMIS/.
<b>Name</b>	P3B05_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 12 relationship to child	3	9=Sister/half/sistersister
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	9	<b>Mean</b>	1 10=Brother/half/stepbrother
<b>Minimum</b>		<b>Maximum</b>	4 12=Other relative or in-law (male) 1 15=Other non-relative (female) 2057 -1/.N=Not Applicable 1249 SYSMIS/.
<b>Name</b>	P3B06_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 12 attended Head Start	5	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	8	<b>Mean</b>	3 1=Yes 2058 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1249 SYSMIS/.
<b>Name</b>	P3B07_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Currently in Head Start, person #12	2066	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	1249 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P3B08_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Early Head Start, person #12	5	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	5	<b>Mean</b>	2061 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3BHH_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 12 status in HH	1	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	9	<b>Mean</b>	8 1=Joined
<b>Minimum</b>		<b>Maximum</b>	2057 -1/.N=Not Applicable
			1249 SYSMIS/.
<b>Name</b>	P3BSI_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 12 still in HH	1	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	2065 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1249 SYSMIS/.
<b>Name</b>	P3BDL_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 12 date left HH	2066	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	1249 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P3B04_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 13 age	2	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	2064 -1/.N=Not Applicable
<b>Minimum</b>	16	<b>Maximum</b>	18.50
			1249 SYSMIS/.
<b>Name</b>	P3B05_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 13 relationship to child	1	12=Other relative or in-law (male)
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	1 15=Other non-relative (female)
<b>Minimum</b>		<b>Maximum</b>	2064 -1/.N=Not Applicable
			1249 SYSMIS/.
<b>Name</b>	P3B06_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 13 attended Head Start	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2064 -1/.N=Not Applic
			1249 SYSMIS/.
<b>Name</b>	P3B07_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Currently in Head Start, person #13	2066	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	1249 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P3B08_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Early Head Start, person #13	2066	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	1249 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3BHH_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 13 status in HH	2	1=Joined
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	2064 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1249 SYSMIS/.
<b>Name</b>	P3BSI_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 13 still in HH	2066	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	1249 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P3BDL_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 13 date left HH	2066	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	1249 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P3B04_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 14 age	1	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	2065 -1/.N=Not Applicable
<b>Minimum</b>	31	<b>Maximum</b>	31.00 1249 SYSMIS/.
<b>Name</b>	P3B05_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 14 relationship to child	1	12=Other relative or in-law (male)
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	2065 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1249 SYSMIS/.
<b>Name</b>	P3B06_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 14 attended Head Start	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	2065 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1249 SYSMIS/.
<b>Name</b>	P3B07_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Currently in Head Start, person #14	2066	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	1249 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P3B08_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Early Head Start, person #14	2066	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	1249 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3BHH_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 14 status in HH	1	1=Joined
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	2065 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1249 SYSMIS/.
<b>Name</b>	P3BSI_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 14 still in HH	2066	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	1249 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P3BDL_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 14 date left HH	2066	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	1249 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P3B04_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 15 age	2066	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	1249 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P3B05_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 15 relationship to child	2066	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	1249 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P3B06_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 15 attended Head Start	2066	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	1249 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P3B07_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Currently in Head Start, person #15	2066	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	1249 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P3B08_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Early Head Start, person #15	2066	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	1249 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3BHH_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 15 status in HH	2066	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	1249
<b>Minimum</b>		<b>Maximum</b>	SYSMIS/.
<b>Name</b>	P3BSI_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 15 still in HH	2066	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	1249
<b>Minimum</b>		<b>Maximum</b>	SYSMIS/.
<b>Name</b>	P3BDL_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Household member 15 date left HH	2066	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	1249
<b>Minimum</b>		<b>Maximum</b>	SYSMIS/.
<b>Name</b>	P3B09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R marital status w/ other parent in HH	710	1=married
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	992	<b>Mean</b>	3 2=divorced
<b>Minimum</b>		<b>Maximum</b>	21 3=separated
			258 4=not married
			1063 -1/.N=Not Applic
			2 -8/.D=Don't know
			9 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3B10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R relationship status w/ oth parent in HH	226	1=we are romantically involved on a steady basis
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	276	<b>Mean</b>	23 2=involved in an on-again/off-again relationship
<b>Minimum</b>		<b>Maximum</b>	19 3=we are just friends
			8 4=we are not in any kind of relationship
			1773 -1/.N=Not Applicable
			5 -7/.R=Refused
			3 -8/.D=Don't know
			9 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3CC01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child goes to a full-day or part-day kindergarten	765	1=full day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	929	<b>Mean</b>	164 2=part day
<b>Minimum</b>		<b>Maximum</b>	1131 -1/.N=Not Applic
			6 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3CC02			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: # of hours each day Child spends in kindergarten			929	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1131	-1/.N=Not Applicable
<b>Valid N</b>	929	<b>Mean</b>	6.16	6	-9/.M=Missing
<b>Minimum</b>	1	<b>Maximum</b>	8.5	1249	SYSMIS/.
<b>Name</b>	P3CC03			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: # of days each week Child spends in kindergarten			929	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1131	-1/.N=Not Applicable
<b>Valid N</b>	929	<b>Mean</b>	4.99	6	-9/.M=Missing
<b>Minimum</b>	3	<b>Maximum</b>	7	1249	SYSMIS/.
<b>Name</b>	P3CC04			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: # of days child absent from kindergarten			923	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1131	-1/.N=Not Applicable
<b>Valid N</b>	923	<b>Mean</b>	5.23	6	-8/.D=Don't know
<b>Minimum</b>	0	<b>Maximum</b>	70	6	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3CC04a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Estimate of kindergarten absences - ranges			1	1=never
<b>Format</b>	Num	<b>Type</b>	Source	4	2=15 or less
<b>Valid N</b>	6	<b>Mean</b>		1	3=16 or more
<b>Minimum</b>		<b>Maximum</b>		2054	-1/.N=Not Applic
				6	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3CC04b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Estimate absences - ranges <= 15 days			1	1=1 to 5
<b>Format</b>	Num	<b>Type</b>	Source	2	2=6 to 10
<b>Valid N</b>	4	<b>Mean</b>		1	3=11 to 15
<b>Minimum</b>		<b>Maximum</b>		2056	-1/.N=Not Applic
				6	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3CC04c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Estimate absences - ranges >= 16 days			2059	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source	7	-9/.M=Missing
<b>Valid N</b>	0	<b>Mean</b>		1249	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			

## Codebook for Child-Level PUF, continued

Name	P3CC05	Frequency	Code and Description
<b>Label</b>	P3: Most frequent reason for kindergarten absence	752	1=illness of child
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	843	<b>Mean</b>	23 2=illness of family member
<b>Minimum</b>		<b>Maximum</b>	12 3=conflict with parent s work or school schedule
			14 4=lack of transportation
			6 5=bad weather
			6 6=child did not want to go
			24 7=parent decision not to send child or to send child elsewhere
			6 8=other
			1212 -1/.N=Not Applicable
			11 -9/.M=Missing
			1249 SYSMIS/.

Name	P3CC06	Frequency	Code and Description
<b>Label</b>	P3: Child goes to public or private school	904	1=public
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	927	<b>Mean</b>	22 2=private
<b>Minimum</b>		<b>Maximum</b>	1 3=home schooled
			1131 -1/.N=Not Applic
			2 -8/.D=Don't know
			6 -9/.M=Missing
			1249 SYSMIS/.

Name	P3CC07	Frequency	Code and Description
<b>Label</b>	P3: Is the school faith-based?	7	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	19	<b>Mean</b>	12 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2036 -1/.N=Not Applic
			5 -8/.D=Don't know
			6 -9/.M=Missing
			1249 SYSMIS/.

Name	P3CC08	Frequency	Code and Description
<b>Label</b>	P3: What faith is the school connected with?	8	1=Catholic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	12	<b>Mean</b>	1 2=Protestant
<b>Minimum</b>		<b>Maximum</b>	2 3=Christian
			1 5=Moslem
			2043 -1/.N=Not Applic
			5 -8/.D=Don't know
			6 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P3CC09	Frequency	Code and Description
<b>Label</b>	P3: Approximate # students in Child's class	899	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	899	<b>Mean</b>	20.16
<b>Minimum</b>	1	<b>Maximum</b>	50
		1132	-1/.N=Not Applicable
		29	-8/.D=Don't know
		6	-9/.M=Missing
		1249	SYSMIS/.

Name	P3CC10	Frequency	Code and Description
<b>Label</b>	P3: # teachers in Child's class	926	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	926	<b>Mean</b>	1.59
<b>Minimum</b>	1	<b>Maximum</b>	5
		1132	-1/.N=Not Applicable
		2	-8/.D=Don't know
		6	-9/.M=Missing
		1249	SYSMIS/.

Name	P3CC11	Frequency	Code and Description
<b>Label</b>	P3: Child in same school since beginning of school year	76	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	928	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
		852	1=Yes
		1132	-1/.N=Not Applic
		6	-9/.M=Missing
		1249	SYSMIS/.

Name	P3CC12a	Frequency	Code and Description
<b>Label</b>	P3: Schl tells parents (btw report cards)how Child doing	741	1=does it very well
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	919	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
		153	2=just okay
		25	3=doesn't do it at all
		1132	-1/.N=Not Applicable
		1	-7/.R=Refused
		8	-8/.D=Don't know
		6	-9/.M=Missing
		1249	SYSMIS/.

Name	P3CC12b	Frequency	Code and Description
<b>Label</b>	P3: Schl helps parents understand children Child's age	632	1=does it very well
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	914	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
		205	2=just okay
		77	3=doesn't do it at all
		1132	-1/.N=Not Applicable
		1	-7/.R=Refused
		13	-8/.D=Don't know
		6	-9/.M=Missing
		1249	SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P3CC12c	Frequency	Code and Description
<b>Label</b>	P3: Schl makes parents aware of chances to volunteer	700	1=does it very well
<b>Format</b>	Num	141	2=just okay
<b>Valid N</b>	919	78	3=doesn't do it at all
<b>Minimum</b>		1132	-1/.N=Not Applicable
<b>Maximum</b>		1	-7/.R=Refused
		8	-8/.D=Don't know
		6	-9/.M=Missing
		1249	SYSMIS/.

Name	P3CC12d	Frequency	Code and Description
<b>Label</b>	P3: Schl provides info on helping Child learn at home	673	1=does it very well
<b>Format</b>	Num	184	2=just okay
<b>Valid N</b>	918	61	3=doesn't do it at all
<b>Minimum</b>		1132	-1/.N=Not Applicable
<b>Maximum</b>		1	-7/.R=Refused
		9	-8/.D=Don't know
		6	-9/.M=Missing
		1249	SYSMIS/.

Name	P3CC12e	Frequency	Code and Description
<b>Label</b>	P3: Schl provides info on community svcs for Child/famly	491	1=does it very well
<b>Format</b>	Num	265	2=just okay
<b>Valid N</b>	912	156	3=doesn't do it at all
<b>Minimum</b>		1132	-1/.N=Not Applicable
<b>Maximum</b>		1	-7/.R=Refused
		15	-8/.D=Don't know
		6	-9/.M=Missing
		1249	SYSMIS/.

Name	P3CC12f	Frequency	Code and Description
<b>Label</b>	P3: Schl understands needs families who don't speak Engl	457	1=does it very well
<b>Format</b>	Num	181	2=just okay
<b>Valid N</b>	731	93	3=doesn't do it at all
<b>Minimum</b>		1132	-1/.N=Not Applicable
<b>Maximum</b>		2	-7/.R=Refused
		195	-8/.D=Don't know
		6	-9/.M=Missing
		1249	SYSMIS/.

Name	P3C03	Frequency	Code and Description
<b>Label</b>	P3: # dys/wk child attended HS program	1127	valid numeric value
<b>Format</b>	Num	935	-1/.N=Not Applicable
<b>Valid N</b>	1127	4	-9/.M=Missing
<b>Minimum</b>	1	1249	SYSMIS/.
<b>Maximum</b>	5		

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3C04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: # of hrs/ wk child attended HS prog	1118	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1118	<b>Mean</b>	24.29
<b>Minimum</b>	1	<b>Maximum</b>	55
			935 -1/.N=Not Applicable
			1 -7/.R=Refused
			8 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3C05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: # of days child absent from HS prog	1098	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1098	<b>Mean</b>	6.02
<b>Minimum</b>	0	<b>Maximum</b>	90
			935 -1/.N=Not Applicable
			29 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3C05a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Estimate of HS absences - ranges	20	1=15 days or less
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	25	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			5 2=16 days or more
			2033 -1/.N=Not Applic
			4 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3C06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Estimate absences - ranges < 16 days	7	1=1 to 5 days
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	17	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			7 2=6 to 10 days
			3 3=11 - 15 days
			2038 -1/.N=Not Applic
			7 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3C07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Estimate absences - ranges > 15 days	2	4=16 - 20 days
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			1 6=31 - 40 days
			2053 -1/.N=Not Applicable
			6 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P3C08	Frequency	Code and Description
<b>Label</b>	P3: Most frequent reason for HS absence	918	1=Illness (child)
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1084	<b>Mean</b>	34 2=Illness (family member) or family emergency
<b>Minimum</b>		<b>Maximum</b>	20 3=Conflict w/parent's work/school schedule, no child care
			49 4=Lack of transportation
			17 5=Bad weather
			2 6=Child did not want to go
			37 7=Parent decision not to send child or to send child elsewhere
			7 8=Other
			975 -1/.N=Not Applicable
			3 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

Name	P3C09	Frequency	Code and Description
<b>Label</b>	P3: How many teachers are in Child's class	1123	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1123	<b>Mean</b>	2.16
<b>Minimum</b>	1	<b>Maximum</b>	12
			935 -1/.N=Not Applicable
			4 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

Name	P3D01	Frequency	Code and Description
<b>Label</b>	P3: Freq. child read to in past week	43	1=not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2057	<b>Mean</b>	437 2=once or twice
<b>Minimum</b>		<b>Maximum</b>	802 3=3+ times, but not daily
			775 4=every day
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

Name	P3D02	Frequency	Code and Description
<b>Label</b>	P3: No of minutes/day child is read to	2048	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2048	<b>Mean</b>	21.84
<b>Minimum</b>	0	<b>Maximum</b>	120
			1 -7/.R=Refused
			9 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

Name	P3D03a	Frequency	Code and Description
<b>Label</b>	P3: Told [him/her] a story	296	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2052	<b>Mean</b>	1756 1=Yes
<b>Minimum</b>		<b>Maximum</b>	6 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3D03b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Taught child letters, words, numb	78	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2057	<b>Mean</b>	1979 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3D03c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Taught child songs or music	399	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2058	<b>Mean</b>	1659 1=Yes
<b>Minimum</b>		<b>Maximum</b>	8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3D03d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Worked on arts/crafts with child	603	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2050	<b>Mean</b>	1447 1=Yes
<b>Minimum</b>		<b>Maximum</b>	8 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3D03e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Played with toys/games indoors	57	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2058	<b>Mean</b>	2001 1=Yes
<b>Minimum</b>		<b>Maximum</b>	8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3D03f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Played game, sport, exercise	232	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2056	<b>Mean</b>	1824 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3D03g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Took child on errands	88	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2058	<b>Mean</b>	1970 1=Yes
<b>Minimum</b>		<b>Maximum</b>	8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3D03h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Involved child in household chores	146	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2057	<b>Mean</b>	1911 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3D03i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Talk about what happened in HS	70	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2058	<b>Mean</b>	1988 1=Yes
<b>Minimum</b>		<b>Maximum</b>	8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3D03j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Talked about TV programs/videos	406	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2057	<b>Mean</b>	1651 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3D03k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Played counting games	317	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2057	<b>Mean</b>	1740 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3D04a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Visited a library w/child	1187	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2056	<b>Mean</b>	869 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3D04b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Gone to a movie w/child	1168	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2054	<b>Mean</b>	886 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3D04c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Gone to a play or concert w/child	1662	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2056	<b>Mean</b>	394 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3D04d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Gone to a mall w/child	405	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2056	<b>Mean</b>	1651 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3D04e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Visited art gallery or museum	1612	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2056	<b>Mean</b>	444 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3D04f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Visited playground or park	451	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2058	<b>Mean</b>	1607 1=Yes
<b>Minimum</b>		<b>Maximum</b>	8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3D04g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Visited zoo or aquarium with child	1583	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2057	<b>Mean</b>	474 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3D04h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Talked with child about heritage	901	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2057	<b>Mean</b>	1156 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3D04i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Attend event sponsored by community	1089	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2055	<b>Mean</b>	966 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3D04j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Attended athletic event with child	1411	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2054	<b>Mean</b>	643 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3D04k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Attended church activity/school	914	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2058	<b>Mean</b>	1144 1=Yes
<b>Minimum</b>		<b>Maximum</b>	8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3D05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: No of childrens books in household	2054	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2054	<b>Mean</b>	46.21
<b>Minimum</b>	0	<b>Maximum</b>	300
			4 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3D06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R frequency of reading during pst wk	103	1=not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2062	<b>Mean</b>	515 2=once or twice
<b>Minimum</b>		<b>Maximum</b>	661 3=3+ times, but not daily
			783 4=every day
			2 -8/.D=Don't know
			2 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3D07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Other language spoken in home	44	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	82	<b>Mean</b>	38 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1961 -1/.N=Not Applic
			23 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3D08_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: In home- French	37	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	38	<b>Mean</b>	1 11=French
<b>Minimum</b>		<b>Maximum</b>	2005 -1/.N=Not Applicable
			23 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3D08_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: In home- Spanish	8	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	38	<b>Mean</b>	30 12=Spanish
<b>Minimum</b>		<b>Maximum</b>	2005 -1/.N=Not Applicable
			23 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3D08_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: In home- Haitian Creole	36	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	38	<b>Mean</b>	2 15=Haitian Creole
<b>Minimum</b>		<b>Maximum</b>	2005 -1/.N=Not Applicable
			23 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3D08_19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: In home- Vietnamese	37	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	38	<b>Mean</b>	1 19=Vietnamese
<b>Minimum</b>		<b>Maximum</b>	2005 -1/.N=Not Applicable
			23 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3D08_20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: In home- Arabic	36	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	38	<b>Mean</b>	2 20=Arabic
<b>Minimum</b>		<b>Maximum</b>	2005 -1/.N=Not Applicable
			23 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3D08_21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: In home- Other	37	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	38	<b>Mean</b>	1 21=Other
<b>Minimum</b>		<b>Maximum</b>	2005 -1/.N=Not Applicable
			23 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3D08_30	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: In home- African language	37	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	38	<b>Mean</b>	1 30=African language
<b>Minimum</b>		<b>Maximum</b>	2005 -1/.N=Not Applicable
			23 -9/.M=Missing
			1249 SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	P3D08_31	Frequency	Code and Description
<b>Label</b>	P3: In home- American Indian/Alaskan	37	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	38	<b>Mean</b>	1 31=American Indian/Alaskan
<b>Minimum</b>		<b>Maximum</b>	2005 -1/.N=Not Applicable
			23 -9/.M=Missing
			1249 SYSMIS/.

Name	P3D09	Frequency	Code and Description
<b>Label</b>	P3: R's First Language	2	11=French
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	38	<b>Mean</b>	18 12=Spanish
<b>Minimum</b>		<b>Maximum</b>	1 15=Haitian Creole
			1 19=Vietnamese
			1 20=Arabic
			13 25=English
			1 30=African language
			1 31=American Indian/Alaskan
			2005 -1/.N=Not Applicable
			23 -9/.M=Missing
			1249 SYSMIS/.

Name	P3D10	Frequency	Code and Description
<b>Label</b>	P3: Language spoke often to child	18	12=Spanish
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	38	<b>Mean</b>	1 15=Haitian Creole
<b>Minimum</b>		<b>Maximum</b>	1 19=Vietnamese
			1 20=Arabic
			15 25=English
			1 30=African language
			1 31=American Indian/Alaskan
			2005 -1/.N=Not Applicable
			23 -9/.M=Missing
			1249 SYSMIS/.

Name	P3D12	Frequency	Code and Description
<b>Label</b>	P3: Language(s) child first learned	4	1=English
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	23	<b>Mean</b>	16 2=Spanish
<b>Minimum</b>		<b>Maximum</b>	1 3=English and Spanish equally
			2 5=Another language
			2020 -1/.N=Not Applicable
			23 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3D12a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Lang child 1st learned to speak (w/English)	2066	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P3D12b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Language child first learned to speak	2066	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P3D13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3:Language(s) child speaks most at home	9	1=English
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	23	<b>Mean</b>	8 2=Spanish
<b>Minimum</b>		<b>Maximum</b>	5 3=English and Spanish equally
			1 5=Another language
		2020	-1/.N=Not Applicable
		23	-9/.M=Missing
		1249	SYSMIS/.
<b>Name</b>	P3D13a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Lang child speaks most at home (w/English)	2066	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P3D13b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Language child speaks most at home	2066	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P3D14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Lang(s) child is mostly read to by R	9	1=English
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	23	<b>Mean</b>	9 2=Language from D10
<b>Minimum</b>		<b>Maximum</b>	5 3=Both (English & D10)
		2020	-1/.N=Not Applicable
		23	-9/.M=Missing
		1249	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3D15a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: How well R understands English	3	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	22	<b>Mean</b>	12 2=Not well
<b>Minimum</b>		<b>Maximum</b>	5 3=Well
			2 4=Very well
			2021 -1/.N=Not Applic
			23 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3D15b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: How well R speaks English	4	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	22	<b>Mean</b>	11 2=Not well
<b>Minimum</b>		<b>Maximum</b>	5 3=Well
			2 4=Very well
			2021 -1/.N=Not Applic
			23 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3D15c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: How well R reads English	7	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	22	<b>Mean</b>	7 2=Not well
<b>Minimum</b>		<b>Maximum</b>	3 3=Well
			5 4=Very well
			2021 -1/.N=Not Applic
			23 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3D16a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: How well R reads first language	6	3=Well
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	22	<b>Mean</b>	16 4=Very well
<b>Minimum</b>		<b>Maximum</b>	2021 -1/.N=Not Applic
			23 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3D16b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: How well R writes first language	2	2=Not well
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	22	<b>Mean</b>	7 3=Well
<b>Minimum</b>		<b>Maximum</b>	13 4=Very well
			2021 -1/.N=Not Applic
			23 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3D17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Someone able to speak language	3	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	22	<b>Mean</b>	19 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2021 -1/.N=Not Applic
			23 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3D18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child want to speak in language	2	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	9	<b>Mean</b>	7 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2057 -1/.N=Not Applic
			1249 SYSMIS/.

<b>Name</b>	P3D19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Someone in class to speak lang	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	7	<b>Mean</b>	6 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2059 -1/.N=Not Applic
			1249 SYSMIS/.

<b>Name</b>	P3E01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: TV in Child's household	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1127	<b>Mean</b>	1126 1=Yes
<b>Minimum</b>		<b>Maximum</b>	935 -1/.N=Not Applic
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3E02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Computer in household child can use	412	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1127	<b>Mean</b>	715 1=Yes
<b>Minimum</b>		<b>Maximum</b>	935 -1/.N=Not Applic
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3E03a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child spent time watching TV	68	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1125	<b>Mean</b>	1057 1=Yes
<b>Minimum</b>		<b>Maximum</b>	936 -1/.N=Not Applic
			5 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3E03b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child spent time watching video/DVD	309	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1125	<b>Mean</b>	816 1=Yes
<b>Minimum</b>		<b>Maximum</b>	940 -1/.N=Not Applic
			1 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3E03c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child spent time playing outside	166	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1127	<b>Mean</b>	935 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3E03d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Spent time reading or being read to	106	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1126	<b>Mean</b>	935 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3E03e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child spent time playing video games	709	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1126	<b>Mean</b>	935 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3E03f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Spent time playing inside with toys	19	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1127	<b>Mean</b>	935 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3E03g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Spent time playing computer games	260	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	713	<b>Mean</b>	1347 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			5 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3E03h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Used PC for s/thing oth than games	483	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	714	<b>Mean</b>	1347 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	5 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3E04a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Time spent watching TV	263	1=More than two hours
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1056	<b>Mean</b>	551 2=One to two hours
<b>Minimum</b>		<b>Maximum</b>	242 3=Less than one hour
			1004 -1/.N=Not Applicable
			1 -8/.D=Don't know
			5 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3E04b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Time spent watching video/ DVD	125	1=More than two hours
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	815	<b>Mean</b>	450 2=One to two hours
<b>Minimum</b>		<b>Maximum</b>	240 3=Less than one hour
			1249 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3E04c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Time spent playing outside	363	1=More than two hours
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	960	<b>Mean</b>	422 2=One to two hours
<b>Minimum</b>		<b>Maximum</b>	175 3=Less than one hour
			1101 -1/.N=Not Applicable
			1 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3E04d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Time spent reading or being read to	48	1=More than two hours
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1020	<b>Mean</b>	209 2=One to two hours
<b>Minimum</b>		<b>Maximum</b>	763 3=Less than one hour
			1041 -1/.N=Not Applicable
			1 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3E04e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Time spent playing video games	43	1=More than two hours
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	417	<b>Mean</b>	127 2=One to two hours
<b>Minimum</b>		<b>Maximum</b>	247 3=Less than one hour
			1644 -1/.N=Not Applicable
			1 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3E04f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Time spent playing inside with toys	430	1=More than two hours
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1108	<b>Mean</b>	486 2=One to two hours
<b>Minimum</b>		<b>Maximum</b>	192 3=Less than one hour
			954 -1/.N=Not Applicable
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3E04g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Time spent playing computer games	47	1=More than two hours
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	452	<b>Mean</b>	144 2=One to two hours
<b>Minimum</b>		<b>Maximum</b>	261 3=Less than one hour
			1607 -1/.N=Not Applicable
			2 -8/.D=Don't know
			5 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3E04h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Time spent on PC other than games	11	1=More than two hours
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	231	<b>Mean</b>	68 2=One to two hours
<b>Minimum</b>		<b>Maximum</b>	152 3=Less than one hour
			1830 -1/.N=Not Applicable
			5 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3E05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child watches TV/video where sleeps	496	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1125	<b>Mean</b>	629 1=Yes
<b>Minimum</b>		<b>Maximum</b>	936 -1/.N=Not Applic
			5 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3E06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Yard available where child plays	80	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1125	<b>Mean</b>	1045 1=Yes
<b>Minimum</b>		<b>Maximum</b>	935 -1/.N=Not Applic
			1 -7/.R=Refused
			1 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3E07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Playground where child plays	336	0=No
<b>Format</b>	Num	<b>Type</b>	790 1=Yes
<b>Valid N</b>	1126	<b>Mean</b>	935 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know 4 -9/.M=Missing 1249 SYSMIS/.

<b>Name</b>	P3FF01a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3:Mom attended general school mtg (e.g. open house,PTO)	172	0=No
<b>Format</b>	Num	<b>Type</b>	759 1=Yes
<b>Valid N</b>	931	<b>Mean</b>	1131 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 1 -8/.D=Don't know 2 -9/.M=Missing 1249 SYSMIS/.

<b>Name</b>	P3FF01b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3:Mom went to a regularly-sched parent-teacher confnrce	148	0=No
<b>Format</b>	Num	<b>Type</b>	783 1=Yes
<b>Valid N</b>	931	<b>Mean</b>	1131 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 1 -8/.D=Don't know 2 -9/.M=Missing 1249 SYSMIS/.

<b>Name</b>	P3FF01c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3:Mom attended a school or class event because of Child	444	0=No
<b>Format</b>	Num	<b>Type</b>	487 1=Yes
<b>Valid N</b>	931	<b>Mean</b>	1131 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 1 -8/.D=Don't know 2 -9/.M=Missing 1249 SYSMIS/.

<b>Name</b>	P3FF01d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3:Mom volunteered at school or served on a committee	646	0=No
<b>Format</b>	Num	<b>Type</b>	283 1=Yes
<b>Valid N</b>	929	<b>Mean</b>	1131 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 3 -8/.D=Don't know 2 -9/.M=Missing 1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P3FF02	Frequency	Code and Description
<b>Label</b>	P3:# times mom went to mtgs / activities at Child's schl	853	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	853	<b>Mean</b>	4.60
<b>Minimum</b>	1	<b>Maximum</b>	60
		1202	-1/.N=Not Applicable
		1	-7/.R=Refused
		8	-8/.D=Don't know
		2	-9/.M=Missing
		1249	SYSMIS/.

Name	P3FF03a	Frequency	Code and Description
<b>Label</b>	P3:Dad attended general school mtg (e.g. open house,PTO)	500	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	922	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
		422	1=Yes
		1131	-1/.N=Not Applic
		4	-7/.R=Refused
		7	-8/.D=Don't know
		2	-9/.M=Missing
		1249	SYSMIS/.

Name	P3FF03b	Frequency	Code and Description
<b>Label</b>	P3:Dad went to a regularly-sched parent-teacher confnrce	548	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	921	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
		373	1=Yes
		1131	-1/.N=Not Applic
		6	-7/.R=Refused
		6	-8/.D=Don't know
		2	-9/.M=Missing
		1249	SYSMIS/.

Name	P3FF03c	Frequency	Code and Description
<b>Label</b>	P3:Dad attended a school or class event because of Child	665	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	920	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
		255	1=Yes
		1131	-1/.N=Not Applic
		7	-7/.R=Refused
		6	-8/.D=Don't know
		2	-9/.M=Missing
		1249	SYSMIS/.

Name	P3FF03d	Frequency	Code and Description
<b>Label</b>	P3:Dad volunteered at school or served on a committee	827	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	919	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
		92	1=Yes
		1131	-1/.N=Not Applic
		7	-7/.R=Refused
		7	-8/.D=Don't know
		2	-9/.M=Missing
		1249	SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P3FF04	Frequency	Code and Description
<b>Label</b>	P3:# times dad went to mtgs / activities at Child's schl	504	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	504	<b>Mean</b>	3.11
<b>Minimum</b>	1	<b>Maximum</b>	50
		1549	-1/.N=Not Applicable
		4	-7/.R=Refused
		7	-8/.D=Don't know
		2	-9/.M=Missing
		1249	SYSMIS/.

Name	P3FF05	Frequency	Code and Description
<b>Label</b>	P3:Child to be promoted to first grade in fall, or other	827	1=promoted to first grade
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	878	<b>Mean</b>	38
<b>Minimum</b>		<b>Maximum</b>	13
		1131	-1/.N=Not Applicable
		55	-8/.D=Don't know
		2	-9/.M=Missing
		1249	SYSMIS/.

Name	P3FF06	Frequency	Code and Description
<b>Label</b>	P3:Satisfactn w/what HS did for Child/fam prep for schl	18	1=very dissatisfied
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	930	<b>Mean</b>	16
<b>Minimum</b>		<b>Maximum</b>	103
		793	2=somewhat dissatisfied
		1131	3=somewhat satisfied
		1	4=very satisfied
		1	-1/.N=Not Applicable
		2	-7/.R=Refused
		2	-8/.D=Don't know
		2	-9/.M=Missing
		1249	SYSMIS/.

Name	P3F01	Frequency	Code and Description
<b>Label</b>	P3: Can [child] recognize letters	395	1=all letters of the alphabet
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1124	<b>Mean</b>	417
<b>Minimum</b>		<b>Maximum</b>	297
		15	2=most of them
		935	3=some of them
		1	4=none of them
		1	-1/.N=Not Applicable
		6	-8/.D=Don't know
		6	-9/.M=Missing
		1249	SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P3F02	Frequency	Code and Description
<b>Label</b>	P3: How high child can count	4	1=Not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1121	<b>Mean</b>	33 2=up to five
<b>Minimum</b>		<b>Maximum</b>	214 3=up to ten
			569 4=up to twenty
			203 5=up to fifty
			98 6=up to 100 or more
			935 -1/.N=Not Applic
			4 -8/.D=Don't know
			6 -9/.M=Missing
			1249 SYSMIS/.

Name	P3F03	Frequency	Code and Description
<b>Label</b>	P3: How often child likes to write	10	1=never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1124	<b>Mean</b>	38 2=has done it once or twice
<b>Minimum</b>		<b>Maximum</b>	194 3=sometimes
			882 4=often
			935 -1/.N=Not Applicable
			1 -7/.R=Refused
			6 -9/.M=Missing
			1249 SYSMIS/.

Name	P3F04	Frequency	Code and Description
<b>Label</b>	P3: Child writes rather than scribbles	153	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1108	<b>Mean</b>	955 1=Yes
<b>Minimum</b>		<b>Maximum</b>	945 -1/.N=Not Applic
			7 -8/.D=Don't know
			6 -9/.M=Missing
			1249 SYSMIS/.

Name	P3F05	Frequency	Code and Description
<b>Label</b>	P3: Does child write own first name	104	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1114	<b>Mean</b>	1010 1=Yes
<b>Minimum</b>		<b>Maximum</b>	945 -1/.N=Not Applic
			1 -8/.D=Don't know
			6 -9/.M=Missing
			1249 SYSMIS/.

Name	P3F06	Frequency	Code and Description
<b>Label</b>	P3: Can child identify colors	969	1=all of them
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1125	<b>Mean</b>	140 2=some of them
<b>Minimum</b>		<b>Maximum</b>	16 3=none of them
			935 -1/.N=Not Applicable
			6 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3F07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child is understandable to strangers	75	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1124	<b>Mean</b>	1049 1=Yes
<b>Minimum</b>		<b>Maximum</b>	935 -1/.N=Not Applic
			1 -8/.D=Don't know
			6 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3F08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child spoke later than others	857	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1114	<b>Mean</b>	257 1=Yes
<b>Minimum</b>		<b>Maximum</b>	935 -1/.N=Not Applic
			11 -8/.D=Don't know
			6 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3F09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child stutters or stammers	944	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1106	<b>Mean</b>	162 1=Yes
<b>Minimum</b>		<b>Maximum</b>	935 -1/.N=Not Applic
			19 -8/.D=Don't know
			6 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3H01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: # dys/wk family eats dinner together	2062	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2062	<b>Mean</b>	5.36
<b>Minimum</b>	0	<b>Maximum</b>	7
			2 -7/.R=Refused
			2 -8/.D=Don't know
			1249 SYSMIS/.

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<b>Name</b>	P3H02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Freq. child drank milk in past week	314	1=four or more times a day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2053	<b>Mean</b>	1005 2=two to three times a day
<b>Minimum</b>		<b>Maximum</b>	262 3=once a day
			354 4=almost every day
			83 5=1-3 times during past week
			35 6=Child does not drink milk
			1 -7/.R=Refused
			4 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	P3H03	Frequency	Code and Description
<b>Label</b>	P3:Kind of milk child drank in pst 7 dys	866	1=Whole milk
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2011	<b>Mean</b>	877 2=2% milk
<b>Minimum</b>		<b>Maximum</b>	57 3=Skim milk
			155 4=Low fat or 1% milk
			24 5=Soy milk
			4 6=Both regular cow's milk and soy milk
			21 7=Some other kind of milk
			7 8=Lactose free milk (Lactaid)
			35 -1/.N=Not Applicable
			1 -7/.R=Refused
			11 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

Name	P3H04	Frequency	Code and Description
<b>Label</b>	P3: Freq. child drank sweet bev.,pst wk	73	1=four or more times a day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2054	<b>Mean</b>	243 2=two to three times a day
<b>Minimum</b>		<b>Maximum</b>	339 3=once a day
			180 4=almost every day
			789 5=1 to 3 times during the past 7 days
			430 6=Child did not drink these beverages
			1 -7/.R=Refused
			3 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

Name	P3H05	Frequency	Code and Description
<b>Label</b>	P3: Freq. child ate fast food, pst wk	14	1=four or more times a day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2056	<b>Mean</b>	35 2=two to three times a day
<b>Minimum</b>		<b>Maximum</b>	104 3=once a day
			31 4=almost every day
			1353 5=1-3 times during past 7 days
			519 6=Child did not eat fast food
			1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3H06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Freq. child ate sweets, past week	25	1=four or more times a day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2055	<b>Mean</b>	143 2=two to three times a day
<b>Minimum</b>		<b>Maximum</b>	443 3=once a day
			231 4=almost every day
			1074 5=1-3 times during past week
			139 6=Child did not eat candy
			1 -7/.R=Refused
			2 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3H07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Freq. child ate salty snacks,pst wk	19	1=four or more times a day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2056	<b>Mean</b>	102 2=two to three times a day
<b>Minimum</b>		<b>Maximum</b>	333 3=once a day
			205 4=almost every day
			1142 5=1 to 3 times during the past 7 days
			255 6=Child did not eat salty snack foods
			1 -7/.R=Refused
			1 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3H08hr	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: What time [child] goes to bed (hr)	2055	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2055	<b>Mean</b>	8.63
<b>Minimum</b>	6	<b>Maximum</b>	98
			3 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3H08min	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: What time [child] goes to bed (min)	2055	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2055	<b>Mean</b>	10.21
<b>Minimum</b>	0	<b>Maximum</b>	98
			3 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3H08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child's regular bedtime	2052	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2052	<b>Mean</b>	74417.22
<b>Minimum</b>	66600	<b>Maximum</b>	86340
			3 -1/.N=Not Applicable
			3 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3H09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Time child in bed on sched in pst wk	2046	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2046	<b>Mean</b>	4.56
<b>Minimum</b>	0	<b>Maximum</b>	5
			3 -1/.N=Not Applicable
			9 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3H10hr	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Time child wakes up on weekdays (hr)	2056	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2056	<b>Mean</b>	6.87
<b>Minimum</b>	4	<b>Maximum</b>	98
			2 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3H10min	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Time child wakes up on weekdays(min)	2056	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2056	<b>Mean</b>	14.31
<b>Minimum</b>	0	<b>Maximum</b>	98
			2 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3H10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Time child wakes up on weekdays	2055	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2055	<b>Mean</b>	25429.26
<b>Minimum</b>	14400	<b>Maximum</b>	41400
			1 -1/.N=Not Applicable
			2 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3H11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: # times child wakes up in a night	2052	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2052	<b>Mean</b>	0.21
<b>Minimum</b>	0	<b>Maximum</b>	7
			6 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3H12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Spanked child in past week	1560	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2048	<b>Mean</b>	488
<b>Minimum</b>		<b>Maximum</b>	1=Yes
			2 -7/.R=Refused
			8 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3H13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Number times spanked child	487	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	487	<b>Mean</b>	1.87
<b>Minimum</b>	1	<b>Maximum</b>	10
			1560 -1/.N=Not Applicable
			2 -7/.R=Refused
			9 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3H14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Have used "time out"	745	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2055	<b>Mean</b>	1310 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3H15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Number times used "time out"	1307	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1307	<b>Mean</b>	2.61
<b>Minimum</b>	1	<b>Maximum</b>	30
			745 -1/.N=Not Applicable
			1 -7/.R=Refused
			5 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3H16a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Warn kids about bad things	383	1=Exactly
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1120	<b>Mean</b>	362 2=Very much
<b>Minimum</b>		<b>Maximum</b>	279 3=Somewhat
			49 4=Not much
			47 5=Not at all
			935 -1/.N=Not Applic
			1 -7/.R=Refused
			6 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3H16b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: No energy to make child behave	47	1=Exactly
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1122	<b>Mean</b>	70 2=Very much
<b>Minimum</b>		<b>Maximum</b>	294 3=Somewhat
			202 4=Not much
			509 5=Not at all
			935 -1/.N=Not Applic
			1 -7/.R=Refused
			4 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

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## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3H16c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Warm intimate moment with child			508	1=Exactly
<b>Format</b>	Num	<b>Type</b>	Source	440	2=Very much
<b>Valid N</b>	1120	<b>Mean</b>		134	3=Somewhat
<b>Minimum</b>		<b>Maximum</b>		13	4=Not much
				25	5=Not at all
				935	-1/.N=Not Applic
				1	-7/.R=Refused
				6	-8/.D=Don't know
				4	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3H16d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Teach misbehavior is punished			493	1=Exactly
<b>Format</b>	Num	<b>Type</b>	Source	338	2=Very much
<b>Valid N</b>	1125	<b>Mean</b>		207	3=Somewhat
<b>Minimum</b>		<b>Maximum</b>		48	4=Not much
				39	5=Not at all
				935	-1/.N=Not Applic
				1	-7/.R=Refused
				1	-8/.D=Don't know
				4	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3H16e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Encourage child to be curious			514	1=Exactly
<b>Format</b>	Num	<b>Type</b>	Source	385	2=Very much
<b>Valid N</b>	1124	<b>Mean</b>		185	3=Somewhat
<b>Minimum</b>		<b>Maximum</b>		24	4=Not much
				16	5=Not at all
				935	-1/.N=Not Applic
				2	-7/.R=Refused
				1	-8/.D=Don't know
				4	-9/.M=Missing
				1249	SYSMIS/.

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## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3H16f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Don't allow child get angry w/me			216	1=Exactly
<b>Format</b>	Num	<b>Type</b>	Source	173	2=Very much
<b>Valid N</b>	1119	<b>Mean</b>		397	3=Somewhat
<b>Minimum</b>		<b>Maximum</b>		157	4=Not much
				176	5=Not at all
				935	-1/.N=Not Applic
				2	-7/.R=Refused
				6	-8/.D=Don't know
				4	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3H16g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Am easygoing/relaxed with child			383	1=Exactly
<b>Format</b>	Num	<b>Type</b>	Source	350	2=Very much
<b>Valid N</b>	1124	<b>Mean</b>		339	3=Somewhat
<b>Minimum</b>		<b>Maximum</b>		37	4=Not much
				15	5=Not at all
				935	-1/.N=Not Applic
				1	-7/.R=Refused
				2	-8/.D=Don't know
				4	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3H16h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Believe child be seen not heard			108	1=Exactly
<b>Format</b>	Num	<b>Type</b>	Source	97	2=Very much
<b>Valid N</b>	1104	<b>Mean</b>		146	3=Somewhat
<b>Minimum</b>		<b>Maximum</b>		106	4=Not much
				647	5=Not at all
				935	-1/.N=Not Applic
				1	-7/.R=Refused
				22	-8/.D=Don't know
				4	-9/.M=Missing
				1249	SYSMIS/.

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## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3H16i			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Make sure child knows I appreciate			698	1=Exactly
<b>Format</b>	Num	<b>Type</b>	Source	384	2=Very much
<b>Valid N</b>	1124	<b>Mean</b>		35	3=Somewhat
<b>Minimum</b>		<b>Maximum</b>		5	4=Not much
				2	5=Not at all
				935	-1/.N=Not Applic
				1	-7/.R=Refused
				2	-8/.D=Don't know
				4	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3H16j			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: No difficulty sticking w/rules			398	1=Exactly
<b>Format</b>	Num	<b>Type</b>	Source	301	2=Very much
<b>Valid N</b>	1125	<b>Mean</b>		311	3=Somewhat
<b>Minimum</b>		<b>Maximum</b>		51	4=Not much
				64	5=Not at all
				935	-1/.N=Not Applic
				1	-7/.R=Refused
				1	-8/.D=Don't know
				4	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3H16k			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Encourage child to be independent			472	1=Exactly
<b>Format</b>	Num	<b>Type</b>	Source	382	2=Very much
<b>Valid N</b>	1121	<b>Mean</b>		215	3=Somewhat
<b>Minimum</b>		<b>Maximum</b>		31	4=Not much
				21	5=Not at all
				935	-1/.N=Not Applic
				1	-7/.R=Refused
				5	-8/.D=Don't know
				4	-9/.M=Missing
				1249	SYSMIS/.

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## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3H16l			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Follow thru on deal w/misbehavior			460	1=Exactly
<b>Format</b>	Num	<b>Type</b>	Source	364	2=Very much
<b>Valid N</b>	1120	<b>Mean</b>		260	3=Somewhat
<b>Minimum</b>		<b>Maximum</b>		26	4=Not much
				10	5=Not at all
				935	-1/.N=Not Applic
				1	-7/.R=Refused
				6	-8/.D=Don't know
				4	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3H16m			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Physical punishment is best			30	1=Exactly
<b>Format</b>	Num	<b>Type</b>	Source	46	2=Very much
<b>Valid N</b>	1120	<b>Mean</b>		167	3=Somewhat
<b>Minimum</b>		<b>Maximum</b>		200	4=Not much
				677	5=Not at all
				935	-1/.N=Not Applic
				2	-7/.R=Refused
				5	-8/.D=Don't know
				4	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3I01a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: How often R volunteered in classroom			463	1=Not yet
<b>Format</b>	Num	<b>Type</b>	Source	253	2=Once or twice
<b>Valid N</b>	1125	<b>Mean</b>		217	3=Several times
<b>Minimum</b>		<b>Maximum</b>		121	4=About once a month
				71	5=At least once a week
				935	-1/.N=Not Applicable
				2	-8/.D=Don't know
				4	-9/.M=Missing
				1249	SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	P3I01b	Frequency	Code and Description
<b>Label</b>	P3: How often R observed in classroom	320	1=Not yet
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1125	<b>Mean</b>	330 2=Once or twice
<b>Minimum</b>		<b>Maximum</b>	268 3=Several times
			116 4=About once a month
			91 5=At least once a week
			935 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

Name	P3I01c	Frequency	Code and Description
<b>Label</b>	P3: How often R prepared food/materials	498	1=Not yet
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1125	<b>Mean</b>	303 2=Once or twice
<b>Minimum</b>		<b>Maximum</b>	223 3=Several times
			86 4=About once a month
			15 5=At least once a week
			935 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

Name	P3I01d	Frequency	Code and Description
<b>Label</b>	P3: How often R helped with field trips	644	1=Not yet
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1125	<b>Mean</b>	238 2=Once or twice
<b>Minimum</b>		<b>Maximum</b>	171 3=Several times
			55 4=About once a month
			17 5=At least once a week
			935 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3I01e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3:How often R attended HS social events			530	1=Not yet
<b>Format</b>	Num	<b>Type</b>	Source	327	2=Once or twice
<b>Valid N</b>	1122	<b>Mean</b>		177	3=Several times
<b>Minimum</b>		<b>Maximum</b>		79	4=About once a month
				9	5=At least once a week
				935	-1/.N=Not Applicable
				1	-7/.R=Refused
				4	-8/.D=Don't know
				4	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3I01f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: How often R attended workshops			602	1=Not yet
<b>Format</b>	Num	<b>Type</b>	Source	228	2=Once or twice
<b>Valid N</b>	1122	<b>Mean</b>		177	3=Several times
<b>Minimum</b>		<b>Maximum</b>		110	4=About once a month
				5	5=At least once a week
				935	-1/.N=Not Applicable
				2	-7/.R=Refused
				3	-8/.D=Don't know
				4	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3I01g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: How often attend parent/teach conf			181	1=Not yet
<b>Format</b>	Num	<b>Type</b>	Source	399	2=Once or twice
<b>Valid N</b>	1122	<b>Mean</b>		396	3=Several times
<b>Minimum</b>		<b>Maximum</b>		136	4=About once a month
				10	5=At least once a week
				935	-1/.N=Not Applicable
				1	-7/.R=Refused
				4	-8/.D=Don't know
				4	-9/.M=Missing
				1249	SYSMIS/.

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## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3I01h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: How often HS staff at R's home			321	1=Not yet
<b>Format</b>	Num	<b>Type</b>	Source	516	2=Once or twice
<b>Valid N</b>	1121	<b>Mean</b>		204	3=Several times
<b>Minimum</b>		<b>Maximum</b>		70	4=About once a month
				10	5=At least once a week
				935	-1/.N=Not Applicable
				2	-7/.R=Refused
				4	-8/.D=Don't know
				4	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3I01i			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: How often at HS event with spouse			648	1=Not yet
<b>Format</b>	Num	<b>Type</b>	Source	252	2=Once or twice
<b>Valid N</b>	1125	<b>Mean</b>		122	3=Several times
<b>Minimum</b>		<b>Maximum</b>		38	4=About once a month
				6	5=At least once a week
				59	6=NA
				935	-1/.N=Not Applicable
				2	-7/.R=Refused
				4	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3I01j			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: How often at HS event with oth adult			730	1=Not yet
<b>Format</b>	Num	<b>Type</b>	Source	238	2=Once or twice
<b>Valid N</b>	1123	<b>Mean</b>		119	3=Several times
<b>Minimum</b>		<b>Maximum</b>		31	4=About once a month
				5	5=At least once a week
				935	-1/.N=Not Applicable
				2	-7/.R=Refused
				2	-8/.D=Don't know
				4	-9/.M=Missing
				1249	SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	P3I01k	Frequency	Code and Description
<b>Label</b>	P3: participated in HS policy council	832	1=Not yet
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1122	<b>Mean</b>	126 2=Once or twice
<b>Minimum</b>		<b>Maximum</b>	95 3=Several times
			60 4=About once a month
			9 5=At least once a week
			935 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

Name	P3I01l	Frequency	Code and Description
<b>Label</b>	P3: R Visited other Head Start parent	898	1=Not yet
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1125	<b>Mean</b>	141 2=Once or twice
<b>Minimum</b>		<b>Maximum</b>	58 3=Several times
			17 4=About once a month
			11 5=At least once a week
			935 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

Name	P3I01m	Frequency	Code and Description
<b>Label</b>	P3: How often R prepared HS newsletters	935	1=Not yet
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1124	<b>Mean</b>	98 2=Once or twice
<b>Minimum</b>		<b>Maximum</b>	56 3=Several times
			22 4=About once a month
			13 5=At least once a week
			935 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3I01n	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3:How often R at fundraising activities	765	1=Not yet
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1124	<b>Mean</b>	225 2=Once or twice
<b>Minimum</b>		<b>Maximum</b>	101 3=Several times
			29 4=About once a month
			4 5=At least once a week
			935 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3I01o	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: How often other HS activity	20	2=Once or twice
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	35	<b>Mean</b>	10 3=Several times
<b>Minimum</b>		<b>Maximum</b>	1 4=About once a month
			4 5=At least once a week
			2026 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3I02a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R's need for child care interferes	771	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1120	<b>Mean</b>	320 1=Yes
<b>Minimum</b>		<b>Maximum</b>	29 2=NA
			935 -1/.N=Not Applic
			7 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3I02b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R's work schedule interferes	443	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1124	<b>Mean</b>	657 1=Yes
<b>Minimum</b>		<b>Maximum</b>	24 2=NA
			935 -1/.N=Not Applic
			3 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3I02c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R's school/ training interferes	854	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1125	<b>Mean</b>	214 1=Yes
<b>Minimum</b>		<b>Maximum</b>	57 2=NA
			935 -1/.N=Not Applic
			2 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3I02d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R needs transportation	935	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1126	<b>Mean</b>	176 1=Yes
<b>Minimum</b>		<b>Maximum</b>	15 2=NA
			935 -1/.N=Not Applic
			1 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3I02e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R doesn't know others at HS	990	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1120	<b>Mean</b>	113 1=Yes
<b>Minimum</b>		<b>Maximum</b>	17 2=NA
			935 -1/.N=Not Applic
			7 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3I02f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R feels uncomfortable at HS	1076	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1126	<b>Mean</b>	43 1=Yes
<b>Minimum</b>		<b>Maximum</b>	7 2=NA
			935 -1/.N=Not Applic
			1 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3I02g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R has health prob that interferes	1008	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1125	<b>Mean</b>	110 1=Yes
<b>Minimum</b>		<b>Maximum</b>	7 2=NA
			935 -1/.N=Not Applic
			1 -7/.R=Refused
			1 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3I02h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Teacher uncomfortable w/parents	1090	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1123	<b>Mean</b>	21 1=Yes
<b>Minimum</b>		<b>Maximum</b>	12 2=NA
			935 -1/.N=Not Applic
			4 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3I02i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: No opportunity to participate	996	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1119	<b>Mean</b>	113 1=Yes
<b>Minimum</b>		<b>Maximum</b>	10 2=NA
			935 -1/.N=Not Applic
			8 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3I02j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R had bad exp w/ HS in the past	1092	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1124	<b>Mean</b>	27 1=Yes
<b>Minimum</b>		<b>Maximum</b>	5 2=NA
			935 -1/.N=Not Applic
			3 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3I02k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Uncomfortable w/language differences	1060	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1126	<b>Mean</b>	53 1=Yes
<b>Minimum</b>		<b>Maximum</b>	13 2=NA
			935 -1/.N=Not Applic
			1 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3I02l	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R concerned for safety getting to HS	1099	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1125	<b>Mean</b>	22 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 2=NA
			935 -1/.N=Not Applic
			2 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3I02m	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R need more support from spouse	977	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1124	<b>Mean</b>	104 1=Yes
<b>Minimum</b>		<b>Maximum</b>	43 2=NA
			935 -1/.N=Not Applic
			3 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3I02n	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Other interference w/participating	1111	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1125	<b>Mean</b>	9 1=Yes
<b>Minimum</b>		<b>Maximum</b>	5 2=NA
			935 -1/.N=Not Applic
			2 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3J01_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Mom is deceased	81	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	8 11=Deceased
<b>Minimum</b>		<b>Maximum</b>	1952 -1/.N=Not Applicable
			4 -7/.R=Refused
			2 -8/.D=Don't know
			19 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3J01_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Mom did not have \$ to raise child	78	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	11 12=Did not have enough money to raise him/her
<b>Minimum</b>		<b>Maximum</b>	1952 -1/.N=Not Applicable
			4 -7/.R=Refused
			2 -8/.D=Don't know
			19 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3J01_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Mom too sick to take care of child	87	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	2 13=Got too sick to take care of Child
<b>Minimum</b>		<b>Maximum</b>	1952 -1/.N=Not Applicable
			4 -7/.R=Refused
			2 -8/.D=Don't know
			19 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3J01_14			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Mom had drinking problem			85	0=No
<b>Format</b>	Num	<b>Type</b>	Source	4	14=Drinking problem and could not take care of Child
<b>Valid N</b>	89	<b>Mean</b>		1952	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		4	-7/.R=Refused
				2	-8/.D=Don't know
				19	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3J01_15			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Mom had drug problem			75	0=No
<b>Format</b>	Num	<b>Type</b>	Source	14	15=Drug problem and could not take care of Child
<b>Valid N</b>	89	<b>Mean</b>		1952	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		4	-7/.R=Refused
				2	-8/.D=Don't know
				19	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3J01_16			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Mom had mental/ emotional problem			82	0=No
<b>Format</b>	Num	<b>Type</b>	Source	7	16=Mental/emotional problem, could not take care of Child
<b>Valid N</b>	89	<b>Mean</b>		1952	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		4	-7/.R=Refused
				2	-8/.D=Don't know
				19	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3J01_17			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Mom in trouble w/ the law, in jail			78	0=No
<b>Format</b>	Num	<b>Type</b>	Source	11	17=In trouble with the law or had to go to jail
<b>Valid N</b>	89	<b>Mean</b>		1952	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		4	-7/.R=Refused
				2	-8/.D=Don't know
				19	-9/.M=Missing
				1249	SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	P3J01_18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child abused/ neglected with Mom	77	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	12 18=Child was neglected/abused while living with mother
<b>Minimum</b>		<b>Maximum</b>	1952 -1/.N=Not Applicable
			4 -7/.R=Refused
			2 -8/.D=Don't know
			19 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3J01_19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child Welfare Office said couldn't	86	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	3 19=Child Welfare Office said child couldn't live w/mother
<b>Minimum</b>		<b>Maximum</b>	1952 -1/.N=Not Applicable
			4 -7/.R=Refused
			2 -8/.D=Don't know
			19 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3J01_20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: No explanation given	84	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	5 20=No explanation given
<b>Minimum</b>		<b>Maximum</b>	1952 -1/.N=Not Applicable
			4 -7/.R=Refused
			2 -8/.D=Don't know
			19 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3J01_21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Something else (specify)	77	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	12 21=Something else
<b>Minimum</b>		<b>Maximum</b>	1952 -1/.N=Not Applicable
			4 -7/.R=Refused
			2 -8/.D=Don't know
			19 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3J01_22	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Divorced/separated	77	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	12 22=Divorced/separated
<b>Minimum</b>		<b>Maximum</b>	1952 -1/.N=Not Applicable
			4 -7/.R=Refused
			2 -8/.D=Don't know
			19 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3J02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Mom ever in same household w/ child	16	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	86	<b>Mean</b>	70 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1960 -1/.N=Not Applic
			1 -8/.D=Don't know
			19 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3J03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Mother lives same city as child	32	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	99	<b>Mean</b>	67 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1960 -1/.N=Not Applic
			3 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3J04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Number days child has seen mother	99	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	99	<b>Mean</b>	1960 -1/.N=Not Applicable
<b>Minimum</b>	0	<b>Maximum</b>	76.04
			3 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3J05num	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: How long since child had contact	99	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	99	<b>Mean</b>	1962 -1/.N=Not Applicable
<b>Minimum</b>	1	<b>Maximum</b>	2.56
			1 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3J05code	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Unit code for last contact w/ mom	2	0=Never had contact
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	101	<b>Mean</b>	57 1=Days ago
<b>Minimum</b>		<b>Maximum</b>	16 2=Weeks ago
			18 3=Months ago
			8 4=Years ago
			1960 -1/.N=Not Applicable
			1 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3J06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Any child support from mother	94	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	102	<b>Mean</b>	8 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1960 -1/.N=Not Applic
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3J07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Received other support from mom	94	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	102	<b>Mean</b>	8 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1960 -1/.N=Not Applic
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3J07a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Any other mother-figure to child	36	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	102	<b>Mean</b>	66 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1952 -1/.N=Not Applic
			12 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3J07b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Relat of mother-figure to child	30	1=You
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	66	<b>Mean</b>	11 2=your spouse or partner
<b>Minimum</b>		<b>Maximum</b>	22 3=a relative of Child
			3 4=a friend of the family
			1988 -1/.N=Not Applicable
			12 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3J07c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Mother-figure in same household	18	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	25	<b>Mean</b>	7 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2029 -1/.N=Not Applic
			12 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3J15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Marital status of Childs bio mom/dad	6	1=married
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	91	<b>Mean</b>	7 2=divorced
<b>Minimum</b>		<b>Maximum</b>	11 3=separated
			67 4=not married
			1951 -1/.N=Not Applic
			2 -8/.D=Don't know
			22 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P3J16	Frequency	Code and Description
<b>Label</b>	P3: Relationship of Child's bio mom/dad	4	1=they are romantically involved on a steady basis
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	82	<b>Mean</b>	3 2=involved in an on-again / off-again relationship
<b>Minimum</b>		<b>Maximum</b>	12 3=they are just friends
			63 4=they are not in any kind of relationship
			1957 -1/.N=Not Applicable
			5 -8/.D=Don't know
			22 -9/.M=Missing
			1249 SYSMIS/.

Name	P3J17	Frequency	Code and Description
<b>Label</b>	P3: Mother work for pay in past week	886	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1920	<b>Mean</b>	1023 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 2=Retired
			8 3=Disabled/unable to work
			114 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			27 -9/.M=Missing
			1249 SYSMIS/.

Name	P3J18	Frequency	Code and Description
<b>Label</b>	P3: Mother on leave/ vacation in past wk	837	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	886	<b>Mean</b>	49 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1148 -1/.N=Not Applic
			1 -7/.R=Refused
			4 -8/.D=Don't know
			27 -9/.M=Missing
			1249 SYSMIS/.

Name	P3J19	Frequency	Code and Description
<b>Label</b>	P3: Mother looked for work in past 4 wks	645	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	885	<b>Mean</b>	240 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1148 -1/.N=Not Applic
			1 -7/.R=Refused
			5 -8/.D=Don't know
			27 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3J20			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Mother worked for pay in pst 12 mths			634	0=No
<b>Format</b>	Num	<b>Type</b>	Source	250	1=Yes
<b>Valid N</b>	884	<b>Mean</b>		1148	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				6	-8/.D=Don't know
				27	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3J21			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Total hours/ week mother works			1269	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	759	-1/.N=Not Applicable
<b>Valid N</b>	1269	<b>Mean</b>	33.58	2	-7/.R=Refused
<b>Minimum</b>	1	<b>Maximum</b>	99	9	-8/.D=Don't know
				27	-9/.M=Missing
				1249	SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	P3J23	Frequency	Code and Description
Label	P3: Mother occupation	11	1=Executive, administrative, and managerial occupations
Format	Num	3	2=Engineers, surveyors, and architects
Valid N	1255	1	3=Natural scientists and mathematicians
Minimum		10	4=Social scientists, social workers, religious workers and lawyers
		68	5=Teachers
		28	7=Registered nurses, pharmacists, dietitians, therapists and physician's assistants
		8	8=Writers, artists, entertainers and athletes
		80	9=Health technologists and technicians
		2	10=Technologists and technicians, except health
		85	11=Marketing and sales occupations
		160	12=Administrative support occupation, including clerical
		655	13=Service occupations
		4	14=Agricultural, forestry, and fishing occupations
		3	15=Mechanics and repairers
		5	16=Construction and extractive occupations
		53	17=Precision production occupations
		42	18=Transportation and materials moving occupations
		20	19=Handlers, equipment cleaners, helpers and laborers
		14	20=Miscellaneous occupations
		3	21=Never worked/homemakers
		759	-1/.N=Not Applicable
		8	-7/.R=Refused
		17	-8/.D=Don't know
		27	-9/.M=Missing
		1249	SYSMIS/.

Name	P3J26	Frequency	Code and Description
Label	P3: Mother taken programs or courses since...	1364	0=No
Format	Num	553	1=Yes
Valid N	1917	114	-1/.N=Not Applic
Minimum		2	-7/.R=Refused
		6	-8/.D=Don't know
		27	-9/.M=Missing
		1249	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3J27			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Mother now taking full/part-time courses			218	0=No
<b>Format</b>	Num	<b>Type</b>	Source	129	1=Full time
<b>Valid N</b>	552	<b>Mean</b>		205	2=Part time
<b>Minimum</b>		<b>Maximum</b>		1478	-1/.N=Not Applic
				2	-7/.R=Refused
				7	-8/.D=Don't know
				27	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3J28			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Mother currently in job training			1327	0=No
<b>Format</b>	Num	<b>Type</b>	Source	40	1=Yes
<b>Valid N</b>	1367	<b>Mean</b>		667	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				4	-8/.D=Don't know
				27	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3J29			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Mother received cert/ dipl/ degree			1724	0=No
<b>Format</b>	Num	<b>Type</b>	Source	198	1=Yes
<b>Valid N</b>	1922	<b>Mean</b>		114	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		3	-8/.D=Don't know
				27	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3J30			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Mother type of certif/diploma/degree			51	1=Trade license or certificate
<b>Format</b>	Num	<b>Type</b>	Source	10	2=GED certificate or equivalent
<b>Valid N</b>	196	<b>Mean</b>		7	3=High School diploma
<b>Minimum</b>		<b>Maximum</b>		16	4=Associate's degree
				4	5=Child Development Associate (CDA)
				9	6=Bachelor's degree
				1	7=Graduate degree
				98	8=Other
				1838	-1/.N=Not Applicable
				5	-8/.D=Don't know
				27	-9/.M=Missing
				1249	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3J31	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Did HS help mother locate courses	260	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	307	<b>Mean</b>	47 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1731 -1/.N=Not Applic
			1 -7/.R=Refused
			5 -8/.D=Don't know
			22 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3J32	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Reason mom prevented taking courses	5	1=Admission requirement/ qualification
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	689	<b>Mean</b>	1 2=Too old to take any courses
<b>Minimum</b>		<b>Maximum</b>	29 3=Health problem/disability
			2 4=Don't like learning
			11 5=Lack of confidence / language barrier
			10 6=No information about offering
			105 7=Lack of child care
			278 8=Time constraints (home or work)
			22 9=Cost
			27 10=Inconvenient location/transportation not available
			39 11=Did not need more
			9 12=Other
			81 13=Did not want to/no interest
			70 14=Child related reasons (pregnant/at home w/child)
			1328 -1/.N=Not Applicable
			14 -8/.D=Don't know
			35 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3K01_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Father is deceased	789	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	816	<b>Mean</b>	27 11=Deceased
<b>Minimum</b>		<b>Maximum</b>	1045 -1/.N=Not Applicable
			36 -7/.R=Refused
			17 -8/.D=Don't know
			152 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3K01_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Father not have \$ to raise child	799	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	816	<b>Mean</b>	17 12=Did not have enough money to raise him/her
<b>Minimum</b>		<b>Maximum</b>	1045 -1/.N=Not Applicable
			36 -7/.R=Refused
			17 -8/.D=Don't know
			152 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3K01_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3:Father too sick to take care of child	812	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	816	<b>Mean</b>	4 13=Got too sick to take care of Child
<b>Minimum</b>		<b>Maximum</b>	1045 -1/.N=Not Applicable
			36 -7/.R=Refused
			17 -8/.D=Don't know
			152 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3K01_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Father had drinking problem	807	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	816	<b>Mean</b>	9 14=Drinking problem and could not take care of Child
<b>Minimum</b>		<b>Maximum</b>	1045 -1/.N=Not Applicable
			36 -7/.R=Refused
			17 -8/.D=Don't know
			152 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3K01_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Father had drug problem	789	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	816	<b>Mean</b>	27 15=Drug problem and could not take care of Child
<b>Minimum</b>		<b>Maximum</b>	1045 -1/.N=Not Applicable
			36 -7/.R=Refused
			17 -8/.D=Don't know
			152 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3K01_16	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Father had mental/ emotional problem	806	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	816	<b>Mean</b>	10 16=Mental/emotional problem, could not take care of Child
<b>Minimum</b>		<b>Maximum</b>	1045 -1/.N=Not Applicable
			36 -7/.R=Refused
			17 -8/.D=Don't know
			152 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3K01_17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3:Father in trouble w/ the law, in jail	731	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	816	<b>Mean</b>	85 17=In trouble with the law or had to go to jail
<b>Minimum</b>		<b>Maximum</b>	1045 -1/.N=Not Applicable
			36 -7/.R=Refused
			17 -8/.D=Don't know
			152 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3K01_18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child abused/ neglected with Father	799	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	816	<b>Mean</b>	17 18=Child was neglected/abused while living with father
<b>Minimum</b>		<b>Maximum</b>	1045 -1/.N=Not Applicable
			36 -7/.R=Refused
			17 -8/.D=Don't know
			152 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3K01_19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child Welfare Office said couldn't	807	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	816	<b>Mean</b>	9 19=Child Welfare Office said child couldn't live w/father
<b>Minimum</b>		<b>Maximum</b>	1045 -1/.N=Not Applicable
			36 -7/.R=Refused
			17 -8/.D=Don't know
			152 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3K01_20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: No explanation given	727	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	816	<b>Mean</b>	89 20=No explanation given
<b>Minimum</b>		<b>Maximum</b>	1045 -1/.N=Not Applicable
			36 -7/.R=Refused
			17 -8/.D=Don't know
			152 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3K01_21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Something else (specify)	736	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	815	<b>Mean</b>	79 21=Something else
<b>Minimum</b>		<b>Maximum</b>	1045 -1/.N=Not Applicable
			36 -7/.R=Refused
			18 -8/.D=Don't know
			152 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3K01_22	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Divorced/separated	454	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	816	<b>Mean</b>	362 22=Divorced/separated
<b>Minimum</b>		<b>Maximum</b>	1045 -1/.N=Not Applicable
			36 -7/.R=Refused
			17 -8/.D=Don't know
			152 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3K01_23	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Father left/did not want child	702	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	816	<b>Mean</b>	114 23=Father left/did not want child
<b>Minimum</b>		<b>Maximum</b>	1045 -1/.N=Not Applicable
			36 -7/.R=Refused
			17 -8/.D=Don't know
			152 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3K02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Father ever same household w/ child	318	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	831	<b>Mean</b>	513 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1071 -1/.N=Not Applic
			6 -7/.R=Refused
			6 -8/.D=Don't know
			152 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3K03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Father lives in same city as child	402	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	924	<b>Mean</b>	522 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1071 -1/.N=Not Applic
			6 -7/.R=Refused
			51 -8/.D=Don't know
			14 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3K04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Number days child has seen father	933	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	933	<b>Mean</b>	1071 -1/.N=Not Applicable
<b>Minimum</b>	0	<b>Maximum</b>	69.72
			38 -8/.D=Don't know
			14 -9/.M=Missing
			1249 SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	P3K05num	Frequency	Code and Description
<b>Label</b>	P3: How long since child contact w/ dad	848	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	848	<b>Mean</b>	2.64
<b>Minimum</b>	1	<b>Maximum</b>	29
		1172	-1/.N=Not Applicable
		13	-7/.R=Refused
		19	-8/.D=Don't know
		14	-9/.M=Missing
		1249	SYSMIS/.

Name	P3K05code	Frequency	Code and Description
<b>Label</b>	P3: Unit code for last contact w/ father	101	0=Never had contact
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	946	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
		395	1=Days ago
		131	2=Weeks ago
		150	3=Months ago
		169	4=Years ago
		1071	-1/.N=Not Applicable
		13	-7/.R=Refused
		22	-8/.D=Don't know
		14	-9/.M=Missing
		1249	SYSMIS/.

Name	P3K06	Frequency	Code and Description
<b>Label</b>	P3: Any child support from father	646	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	965	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
		319	1=Yes
		1071	-1/.N=Not Applic
		9	-7/.R=Refused
		7	-8/.D=Don't know
		14	-9/.M=Missing
		1249	SYSMIS/.

Name	P3K07	Frequency	Code and Description
<b>Label</b>	P3: Any other support from father	788	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	962	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
		174	1=Yes
		1071	-1/.N=Not Applic
		12	-7/.R=Refused
		7	-8/.D=Don't know
		14	-9/.M=Missing
		1249	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3K07a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Anyone like father to child			484	0=No
<b>Format</b>	Num	<b>Type</b>	Source	491	1=Yes
<b>Valid N</b>	975	<b>Mean</b>		1045	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		4	-7/.R=Refused
				2	-8/.D=Don't know
				40	-9/.M=Missing
				1249	SYSMIS/.

<b>Name</b>	P3K07b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Relat of father-figure to child			1	1=You
<b>Format</b>	Num	<b>Type</b>	Source	281	2=your spouse or partner
<b>Valid N</b>	488	<b>Mean</b>		151	3=a relative of Child
<b>Minimum</b>		<b>Maximum</b>		55	4=a friend of the family
				1529	-1/.N=Not Applicable
				4	-7/.R=Refused
				5	-8/.D=Don't know
				40	-9/.M=Missing
				1249	SYSMIS/.

<b>Name</b>	P3K07c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Father-figure in same household			145	0=No
<b>Format</b>	Num	<b>Type</b>	Source	61	1=Yes
<b>Valid N</b>	206	<b>Mean</b>		1811	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		4	-7/.R=Refused
				5	-8/.D=Don't know
				40	-9/.M=Missing
				1249	SYSMIS/.

<b>Name</b>	P3K17			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Father worked for pay in past week			432	0=No
<b>Format</b>	Num	<b>Type</b>	Source	1219	1=Yes
<b>Valid N</b>	1681	<b>Mean</b>		8	2=Retired
<b>Minimum</b>		<b>Maximum</b>		22	3=Disabled/unable to work
				33	-1/.N=Not Applicable
				13	-7/.R=Refused
				275	-8/.D=Don't know
				64	-9/.M=Missing
				1249	SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3K18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Father on leave/ vacation in past wk	391	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	417	<b>Mean</b>	26 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1282 -1/.N=Not Applic
			13 -7/.R=Refused
			290 -8/.D=Don't know
			64 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3K19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Father looked for work in past 4 wks	266	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	388	<b>Mean</b>	122 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1282 -1/.N=Not Applic
			13 -7/.R=Refused
			319 -8/.D=Don't know
			64 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3K20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Father worked for pay in pst 12 mths	260	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	400	<b>Mean</b>	140 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1282 -1/.N=Not Applic
			13 -7/.R=Refused
			307 -8/.D=Don't know
			64 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3K21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Total hours/ week father works	1200	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1200	<b>Mean</b>	41.57
<b>Minimum</b>	1	<b>Maximum</b>	99
			323 -1/.N=Not Applicable
			15 -7/.R=Refused
			464 -8/.D=Don't know
			64 -9/.M=Missing
			1249 SYSMIS/.

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**Codebook for Child-Level PUF, continued**

<b>Name</b>	P3K23	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Father occupation	15	1=Executive, administrative, and managerial occupations
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1286	<b>Mean</b>	7 2=Engineers, surveyors, and architects
<b>Minimum</b>		<b>Maximum</b>	1 3=Natural scientists and mathematicians
			8 4=Social scientists, social workers, religious workers and lawyers
			12 5=Teachers
			7 8=Writers, artists, entertainers and athletes
			10 9=Health technologists and technicians
			10 10=Technologists and technicians, except health
			72 11=Marketing and sales occupations
			23 12=Administrative support occupation,including clerical
			296 13=Service occupations
			46 14=Agricultural, forestry, and fishing occupations
			108 15=Mechanics and repairers
			200 16=Construction and extractive occupations
			156 17=Precision production occupations
			166 18=Transportation and materials moving occupations
			108 19=Handlers, equipment cleaners, helpers and laborers
			41 20=Miscellaneous occupations
			323 -1/.N=Not Applicable
			17 -7/.R=Refused
			376 -8/.D=Don't know
			64 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3K26	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Father taken programs or courses since...	1375	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1612	<b>Mean</b>	237 1=Yes
<b>Minimum</b>		<b>Maximum</b>	33 -1/.N=Not Applic
			12 -7/.R=Refused
			345 -8/.D=Don't know
			64 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3K27	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Father now taking full/part-time courses	92	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	228	<b>Mean</b>	34 1=Full time
<b>Minimum</b>		<b>Maximum</b>	102 2=Part time
			1408 -1/.N=Not Applic
			12 -7/.R=Refused
			354 -8/.D=Don't know
			64 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3K28	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Father currently in job training	1336	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1365	<b>Mean</b>	29 1=Yes
<b>Minimum</b>		<b>Maximum</b>	270 -1/.N=Not Applic
			12 -7/.R=Refused
			355 -8/.D=Don't know
			64 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3K29	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Father received cert/ dipl/ degree	1500	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1618	<b>Mean</b>	118 1=Yes
<b>Minimum</b>		<b>Maximum</b>	33 -1/.N=Not Applic
			12 -7/.R=Refused
			339 -8/.D=Don't know
			64 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3K30	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Father type of certif/diploma/degree	42	1=Trade license or certificate
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	113	<b>Mean</b>	5 2=GED certificate or equivalent
<b>Minimum</b>		<b>Maximum</b>	3 3=High School diploma
			5 4=Associate's degree
			4 6=Bachelor's degree
			1 7=Graduate degree
			53 8=Other
			1533 -1/.N=Not Applicable
			12 -7/.R=Refused
			344 -8/.D=Don't know
			64 -9/.M=Missing
			1249 SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	P3K31	Frequency	Code and Description
<b>Label</b>	P3: Did HS help father locate courses	130	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	137	<b>Mean</b>	7 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1688 -1/.N=Not Applic
			7 -7/.R=Refused
			193 -8/.D=Don't know
			41 -9/.M=Missing
			1249 SYSMIS/.

Name	P3K32	Frequency	Code and Description
<b>Label</b>	P3: Reason dad prevented taking courses	4	1=Admission requirement/ qualification
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	590	<b>Mean</b>	34 3=Health problem/disability
<b>Minimum</b>		<b>Maximum</b>	7 4=Don't like learning
			8 5=Lack of confidence / language barrier
			10 6=No information about offering
			6 7=Lack of child care
			317 8=Time constraints (home or work)
			7 9=Cost
			12 10=Inconvenient location/transportation not available
			41 11=Did not need more
			49 12=Other
			91 13=Did not want to/no interest
			4 14=Child related reasons (pregnant/at home w/child)
			1111 -1/.N=Not Applicable
			9 -7/.R=Refused
			304 -8/.D=Don't know
			52 -9/.M=Missing
			1249 SYSMIS/.

Name	P3L10	Frequency	Code and Description
<b>Label</b>	P3: R Spanish, Hispanic, Latino origin	16	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	21	<b>Mean</b>	5 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2035 -1/.N=Not Applic
			10 -9/.M=Missing
			1249 SYSMIS/.

Name	P3L11	Frequency	Code and Description
<b>Label</b>	P3: Descr of R's Hispanic origin	4	1=Mexican, Mexican American, Chicano
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	5	<b>Mean</b>	1 2=Puerto Rican
<b>Minimum</b>		<b>Maximum</b>	2051 -1/.N=Not Applicable
			10 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3L12_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Respondent White	6	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	21	<b>Mean</b>	15 11=White
<b>Minimum</b>		<b>Maximum</b>	2035 -1/.N=Not Applicable
			10 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3L12_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Resp. Black or African American	16	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	21	<b>Mean</b>	5 12=Black or African American
<b>Minimum</b>		<b>Maximum</b>	2035 -1/.N=Not Applicable
			10 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3L12_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Resp. American Indian/Alaska Native	20	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	21	<b>Mean</b>	1 13=American Indian or Alaska Native
<b>Minimum</b>		<b>Maximum</b>	2035 -1/.N=Not Applicable
			10 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3L12_20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Respondent Asian	21	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	21	<b>Mean</b>	2035 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	10 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3L12_24	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Respondent Native Hawaiian/Pacific Islander	21	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	21	<b>Mean</b>	2035 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	10 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3L12_25	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Respondent Another race	20	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	21	<b>Mean</b>	1 25=Another race
<b>Minimum</b>		<b>Maximum</b>	2035 -1/.N=Not Applicable
			10 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3L13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Country Respondent was born in	17	059=United States
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	21	<b>Mean</b>	2 303=Mexico
<b>Minimum</b>		<b>Maximum</b>	2 600=Other
			2035 -1/.N=Not Applicable
			10 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3L14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Number of years Resp. lived in US	2	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	27.00
<b>Minimum</b>	27	<b>Maximum</b>	27
		2052	-1/.N=Not Applicable
		12	-9/.M=Missing
		1249	SYSMIS/.

<b>Name</b>	P3L17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Resp. worked for pay in past week	38	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	94	<b>Mean</b>	9
<b>Minimum</b>		<b>Maximum</b>	4
		43	1=Yes
		9	2=Retired
		4	3=Disabled/unable to work
		1963	-1/.N=Not Applicable
		1	-7/.R=Refused
		3	-8/.D=Don't know
		5	-9/.M=Missing
		1249	SYSMIS/.

<b>Name</b>	P3L18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Resp. on leave/ vacation in past wk	38	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	38	<b>Mean</b>	1
<b>Minimum</b>		<b>Maximum</b>	3
		2019	-1/.N=Not Applic
		1	-7/.R=Refused
		3	-8/.D=Don't know
		5	-9/.M=Missing
		1249	SYSMIS/.

<b>Name</b>	P3L19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Resp. looked for work in past 4 wks	33	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	38	<b>Mean</b>	5
<b>Minimum</b>		<b>Maximum</b>	5
		2019	-1/.N=Not Applic
		1	-7/.R=Refused
		3	-8/.D=Don't know
		5	-9/.M=Missing
		1249	SYSMIS/.

<b>Name</b>	P3L20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Resp. worked for pay in pst 12 mths	31	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	38	<b>Mean</b>	7
<b>Minimum</b>		<b>Maximum</b>	7
		2019	-1/.N=Not Applic
		1	-7/.R=Refused
		3	-8/.D=Don't know
		5	-9/.M=Missing
		1249	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3L21			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Total hours/ week Resp. works			50	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	2007	-1/.N=Not Applicable
<b>Valid N</b>	50	<b>Mean</b>	35.76	1	-7/.R=Refused
<b>Minimum</b>	2	<b>Maximum</b>	97	3	-8/.D=Don't know
				5	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3L23			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Resp. occupation			1	1=Executive, administrative, and managerial occupations
<b>Format</b>	Num	<b>Type</b>	Source	1	4=Social scientists, social workers, religious workers and lawyers
<b>Valid N</b>	50	<b>Mean</b>		3	5=Teachers
<b>Minimum</b>		<b>Maximum</b>		1	8=Writers, artists, entertainers and athletes
				3	9=Health technologists and technicians
				5	11=Marketing and sales occupations
				2	12=Administrative support occupation,including clerical
				22	13=Service occupations
				1	15=Mechanics and repairers
				1	16=Construction and extractive occupations
				6	17=Precision production occupations
				3	18=Transportation and materials moving occupations
				1	19=Handlers, equipment cleaners, helpers and laborers
				2007	-1/.N=Not Applicable
				1	-7/.R=Refused
				3	-8/.D=Don't know
				5	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3L24			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Grade of school Resp. completed			1	1=Up to 8th grade
<b>Format</b>	Num	<b>Type</b>	Source	4	2=9th to 11th grade
<b>Valid N</b>	23	<b>Mean</b>		4	3=12th grade but no diploma
<b>Minimum</b>		<b>Maximum</b>		10	4=High school diploma/equivalent
				3	7=Some college but no degree
				1	8=Associate's degree
				2035	-1/.N=Not Applicable
				1	-8/.D=Don't know
				7	-9/.M=Missing
				1249	SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3L25	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Resp. has HS diploma (not just GED)	2	0=GED
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	13	<b>Mean</b>	11 1=High school diploma
<b>Minimum</b>		<b>Maximum</b>	2045 -1/.N=Not Applicable
			1 -8/.D=Don't know
			7 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3L26	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Resp. taken programs or courses since...	83	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	97	<b>Mean</b>	14 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1963 -1/.N=Not Applic
			1 -8/.D=Don't know
			5 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3L27	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Resp. now taking full/part-time courses	7	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	14	<b>Mean</b>	1 1=Full time
<b>Minimum</b>		<b>Maximum</b>	6 2=Part time
			2046 -1/.N=Not Applic
			1 -8/.D=Don't know
			5 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3L28	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Resp. currently in job training	93	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	97	<b>Mean</b>	4 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1963 -1/.N=Not Applic
			1 -8/.D=Don't know
			5 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3L29	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Resp. received cert/ dipl/ degree	90	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	97	<b>Mean</b>	7 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1963 -1/.N=Not Applic
			1 -8/.D=Don't know
			5 -9/.M=Missing
			1249 SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	P3L30			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Resp. kind of cert/dipl/degree recv			2	1=Trade license or certificate
<b>Format</b>	Num	<b>Type</b>	Source	5	8=Other
<b>Valid N</b>	7	<b>Mean</b>		2053	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1	-8/.D=Don't know
				5	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3L31			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: HS helped Resp. locate program			7	0=No
<b>Format</b>	Num	<b>Type</b>	Source	2	1=Yes
<b>Valid N</b>	9	<b>Mean</b>		2051	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-8/.D=Don't know
				5	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3L32			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Reason Resp. not taking courses			1	1=Admission requirement/ qualification
<b>Format</b>	Num	<b>Type</b>	Source	7	2=Too old to take any courses
<b>Valid N</b>	84	<b>Mean</b>		11	3=Health problem/disability
<b>Minimum</b>		<b>Maximum</b>		3	6=No information about offering
				36	8=Time constraints (home or work)
				1	9=Cost
				2	10=Inconvenient location/transportation not available
				2	11=Did not need more
				1	12=Other
				16	13=Did not want to/no interest
				4	14=Child related reasons (pregnant/at home w/child)
				1977	-1/.N=Not Applicable
				5	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3M01a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Welfare, TANF, general assistance			1660	0=No
<b>Format</b>	Num	<b>Type</b>	Source	392	1=Yes
<b>Valid N</b>	2052	<b>Mean</b>		5	-7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>		9	-8/.D=Don't know
				1249	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3M01b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Unemployment insurance	1943	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2059	<b>Mean</b>	116 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -7/.R=Refused
			3 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3M01c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Food stamps	1104	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2060	<b>Mean</b>	956 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused
			4 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3M01d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: WIC program	1216	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2062	<b>Mean</b>	846 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused
			2 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3M01e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child support	1670	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2062	<b>Mean</b>	392 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused
			2 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3M01f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: SSI/Social Security Retirement	1751	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2060	<b>Mean</b>	309 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -7/.R=Refused
			2 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3M01g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Payments for foster care	2039	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2061	<b>Mean</b>	22 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -7/.R=Refused
			2 -8/.D=Don't know
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3M01h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Energy assistance	1812	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2060	<b>Mean</b>	248 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused
			4 -8/.D=Don't know
			1249 SYSMIS/.
<b>Name</b>	P3M02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Number of adults contributing income	2041	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2041	<b>Mean</b>	1.57
<b>Minimum</b>	1	<b>Maximum</b>	5
			7 -7/.R=Refused
			18 -8/.D=Don't know
			1249 SYSMIS/.
<b>Name</b>	P3M07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Type of housing R lives in	1906	1=A house, apartment, or trailer with your family only
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2061	<b>Mean</b>	147
<b>Minimum</b>		<b>Maximum</b>	5
			2=A house, apartment, or trailer you share with another family
			8 3=Transitional housing (apartment) or a homeless shelter
			4 -7/.R=Refused
			1 -8/.D=Don't know
			1249 SYSMIS/.
<b>Name</b>	P3M08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Number times moved in last 12 months	2063	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2063	<b>Mean</b>	0.39
<b>Minimum</b>	0	<b>Maximum</b>	10
			2 -7/.R=Refused
			1 -8/.D=Don't know
			1249 SYSMIS/.
<b>Name</b>	P3M09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Own home, pay rent, public housing	661	1=Owns or is buying home or apartment
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2033	<b>Mean</b>	1088
<b>Minimum</b>		<b>Maximum</b>	220
			3=Public or subsidized housing
			7 4=Some other arrangement
			57 5=Lives w/someone else, whether pays rent or not
			8 -1/.N=Not Applicable
			2 -7/.R=Refused
			6 -8/.D=Don't know
			17 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3N00	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3:2nd child in same care as 1st child	124	1=Same child care arrangement
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	131	<b>Mean</b>	3 2=No, different child care arrangement
<b>Minimum</b>		<b>Maximum</b>	4 3=No, second child not in child care
			1922 -1/.N=Not Applicable
			13 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3N01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child currently in care regularly	1866	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2062	<b>Mean</b>	196 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			2 -8/.D=Don't know
			1 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3N02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: No. of non-HS centers child attends	183	1=One
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	194	<b>Mean</b>	9 2=Two
<b>Minimum</b>		<b>Maximum</b>	2 4=Four or more
			1866 -1/.N=Not Applic
			1 -7/.R=Refused
			4 -8/.D=Don't know
			1 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3N03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Days/wk child attends [main] program	195	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	195	<b>Mean</b>	4.47
<b>Minimum</b>	1	<b>Maximum</b>	7
			1866 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			1 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3N04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Hrs/wk child attends [main] program	192	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	192	<b>Mean</b>	14.49
<b>Minimum</b>	1	<b>Maximum</b>	40
			1866 -1/.N=Not Applicable
			1 -7/.R=Refused
			6 -8/.D=Don't know
			1 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P3N05	Frequency	Code and Description
<b>Label</b>	P3: Child attends prog before / after HS/K	40	1=Before Head Start or kindergarten
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	194	<b>Mean</b>	52
<b>Minimum</b>		<b>Maximum</b>	1866
			-1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			1 -9/.M=Missing
			1249 SYSMIS/.

Name	P3N06	Frequency	Code and Description
<b>Label</b>	P3: Child rec regular care from relative	1547	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2063	<b>Mean</b>	516
<b>Minimum</b>		<b>Maximum</b>	1
			-7/.R=Refused
			1 -8/.D=Don't know
			1 -9/.M=Missing
			1249 SYSMIS/.

Name	P3N07	Frequency	Code and Description
<b>Label</b>	P3: Number of relative care arrangements	384	1=One
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	515	<b>Mean</b>	93
<b>Minimum</b>		<b>Maximum</b>	27
			3=Three
			11
			4=Four or more
			1547
			-1/.N=Not Applic
			1 -7/.R=Refused
			2 -8/.D=Don't know
			1 -9/.M=Missing
			1249 SYSMIS/.

Name	P3N08	Frequency	Code and Description
<b>Label</b>	P3: Relationship of relative to child	344	1=grandparent
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	516	<b>Mean</b>	88
<b>Minimum</b>		<b>Maximum</b>	15
			3=uncle
			8
			4=brother
			25
			5=sister
			36
			6=another relative
			1547
			-1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			1 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3N09			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Location of relative care			218	1=Own home
<b>Format</b>	Num	<b>Type</b>	Source	278	2=Other home
<b>Valid N</b>	516	<b>Mean</b>		20	3=Both/varies
<b>Minimum</b>		<b>Maximum</b>		1547	-1/.N=Not Applic
				1	-7/.R=Refused
				1	-8/.D=Don't know
				1	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3N09a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Relative caregiver live in R home			69	0=No
<b>Format</b>	Num	<b>Type</b>	Source	149	1=Yes
<b>Valid N</b>	218	<b>Mean</b>		1845	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				1	-8/.D=Don't know
				1	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3N10			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3:# dys/wk child rec care from relative			514	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1547	-1/.N=Not Applicable
<b>Valid N</b>	514	<b>Mean</b>	4.10	1	-7/.R=Refused
<b>Minimum</b>	1	<b>Maximum</b>	7	3	-8/.D=Don't know
				1	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3N11			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Hrs/wk child recv care from relative			506	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1547	-1/.N=Not Applicable
<b>Valid N</b>	506	<b>Mean</b>	14.84	2	-7/.R=Refused
<b>Minimum</b>	1	<b>Maximum</b>	90	10	-8/.D=Don't know
				1	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3N12			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child rec rel care before / after HS/K			46	1=Before Head Start or kindergarten
<b>Format</b>	Num	<b>Type</b>	Source	327	2=After Head Start or kindergarten
<b>Valid N</b>	514	<b>Mean</b>		141	3=Both before/after Head Start/kindergarten
<b>Minimum</b>		<b>Maximum</b>		1547	-1/.N=Not Applicable
				2	-7/.R=Refused
				2	-8/.D=Don't know
				1	-9/.M=Missing
				1249	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3N13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child recv other care on reg basis	1956	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2061	<b>Mean</b>	105 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused
			2 -8/.D=Don't know
			1 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3N14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Number of other care arrangements	90	1=One
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	104	<b>Mean</b>	12 2=Two
<b>Minimum</b>		<b>Maximum</b>	1 3=Three
			1 4=Four or more
			1956 -1/.N=Not Applic
			2 -7/.R=Refused
			3 -8/.D=Don't know
			1 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3N15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Location of other care	17	1=Respondent's home
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	105	<b>Mean</b>	79 2=Other home
<b>Minimum</b>		<b>Maximum</b>	9 3=Both/varies
			1956 -1/.N=Not Applicable
			2 -7/.R=Refused
			2 -8/.D=Don't know
			1 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3N16	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Nonrelative caregiver live in R home	12	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	17	<b>Mean</b>	5 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2044 -1/.N=Not Applic
			2 -7/.R=Refused
			2 -8/.D=Don't know
			1 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3N17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: #dys/wk C rec care from non-relative	105	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	105	<b>Mean</b>	3.85
<b>Minimum</b>	1	<b>Maximum</b>	7
			1956 -1/.N=Not Applicable
			2 -7/.R=Refused
			2 -8/.D=Don't know
			1 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3N18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Hrs/wk C rec care from non-relative	100	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	100	<b>Mean</b>	14.02
<b>Minimum</b>	1	<b>Maximum</b>	60
		1956	-1/.N=Not Applicable
		2	-7/.R=Refused
		7	-8/.D=Don't know
		1	-9/.M=Missing
		1249	SYSMIS/.
<b>Name</b>	P3N19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child rec other care before/after HS/K	15	1=Before Head Start or kindergarten
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	99	<b>Mean</b>	21
<b>Minimum</b>		<b>Maximum</b>	63
		1956	-1/.N=Not Applicable
		3	-7/.R=Refused
		7	-8/.D=Don't know
		1	-9/.M=Missing
		1249	SYSMIS/.
<b>Name</b>	P3N20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: # dys/wk C recv care before/after HS/K	52	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	52	<b>Mean</b>	4.21
<b>Minimum</b>	0	<b>Maximum</b>	7
		2009	-1/.N=Not Applicable
		5	-8/.D=Don't know
		1249	SYSMIS/.
<b>Name</b>	P3N21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Hrs/wk C recv care before / after HS/K	52	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	52	<b>Mean</b>	18.12
<b>Minimum</b>	2	<b>Maximum</b>	55
		2009	-1/.N=Not Applicable
		5	-8/.D=Don't know
		1249	SYSMIS/.
<b>Name</b>	P3N22	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Charge/fee for any of the care	458	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	751	<b>Mean</b>	293
<b>Minimum</b>		<b>Maximum</b>	293
		1310	-1/.N=Not Applic
		5	-8/.D=Don't know
		1249	SYSMIS/.
<b>Name</b>	P3N23a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Do you pay for it yourself	35	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	293	<b>Mean</b>	258
<b>Minimum</b>		<b>Maximum</b>	258
		1768	-1/.N=Not Applic
		5	-8/.D=Don't know
		1249	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3N23b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Does a government agency pay	193	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	293	<b>Mean</b>	1768 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	5 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3N23c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Does an employer pay	287	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	290	<b>Mean</b>	1768 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	8 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3N23d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Does someone else pay	269	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	291	<b>Mean</b>	1768 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	7 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3N23e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Trade child care w/someone else	287	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	290	<b>Mean</b>	1768 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	8 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3N23f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Other (please specify)	288	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	289	<b>Mean</b>	1768 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	9 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3N24amt	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Amt paid for Childcare arrangements	280	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	280	<b>Mean</b>	78.63
<b>Minimum</b>	0	<b>Maximum</b>	700
			1768 -1/.N=Not Applicable
			3 -7/.R=Refused
			15 -8/.D=Don't know
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P3N24per	Frequency	Code and Description
<b>Label</b>	P3: Time period care paid for	10	1=Per hour
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	253	<b>Mean</b>	18 2=Per day
<b>Minimum</b>		<b>Maximum</b>	124 3=Per week
			15 4=Bi-weekly
			84 5=Per month
			1 6=Per year
			1 7=Other
			1795 -1/.N=Not Applic
			3 -7/.R=Refused
			15 -8/.D=Don't know
			1249 SYSMIS/.

Name	P3N25	Frequency	Code and Description
<b>Label</b>	P3: Amt includes other children in house	103	1=Child only
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	211	<b>Mean</b>	108 2=Child and others
<b>Minimum</b>		<b>Maximum</b>	1838 -1/.N=Not Applic
			3 -7/.R=Refused
			14 -8/.D=Don't know
			1249 SYSMIS/.

Name	P3P01	Frequency	Code and Description
<b>Label</b>	P3: Child's overall health status	1002	1=Excellent
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2055	<b>Mean</b>	612 2=Very Good
<b>Minimum</b>		<b>Maximum</b>	315 3=Good
			118 4=Fair
			8 5=Poor
			1 -7/.R=Refused
			2 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

Name	P3P04	Frequency	Code and Description
<b>Label</b>	P3: Child take vitamin/ mineral suppl	816	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1562	<b>Mean</b>	746 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P3P05	Frequency	Code and Description
<b>Label</b>	P3: Place where child goes for med care	1135	1=A private doctor, private clinic, or HMO
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1558	<b>Mean</b>	221 2=An outpatient clinic run by a hospital
<b>Minimum</b>		<b>Maximum</b>	2 3=The emergency room at a hospital
			191 4=Public health department or community health center
			2 5=A migrant health clinic
			2 6=The Indian Health Service
			5 7=Someplace else
			8 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

Name	P3P06	Frequency	Code and Description
<b>Label</b>	P3:HS help find hlth-care prov for child	777	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	845	<b>Mean</b>	68 1=Yes
<b>Minimum</b>		<b>Maximum</b>	719 -1/.N=Not Applic
			3 -8/.D=Don't know
			499 -9/.M=Missing
			1249 SYSMIS/.

Name	P3P06a	Frequency	Code and Description
<b>Label</b>	P3: How HS helped find healthcare prov	42	1=Provided information
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	67	<b>Mean</b>	16 2=Made referrals, for example, phone calls
<b>Minimum</b>		<b>Maximum</b>	6 3=Provided health care directly
			3 4=Helped in some other way
			1496 -1/.N=Not Applicable
			4 -8/.D=Don't know
			499 -9/.M=Missing
			1249 SYSMIS/.

Name	P3P06b	Frequency	Code and Description
<b>Label</b>	P3: Reason HS didn't help find prov	616	1=Had a health care provider prior to enrollment
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	759	<b>Mean</b>	88 2=Found a health care provider on my own
<b>Minimum</b>		<b>Maximum</b>	8 3=Other
			47 4=Did not ask for help
			787 -1/.N=Not Applicable
			1 -7/.R=Refused
			20 -8/.D=Don't know
			499 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P3P07	Frequency	Code and Description
<b>Label</b>	P3: Time since child had check-up w/ Doc	1117	1=6 months ago or less
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1562	<b>Mean</b>	397 2=more than 6 mnths but not more than 1 year ago
<b>Minimum</b>		<b>Maximum</b>	41 3=more than 1 year but not more than 2 years ago
			5 4=more than 2 years ago
			2 5=never
			4 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

Name	P3P08	Frequency	Code and Description
<b>Label</b>	P3: Time since C had check-up w/ Dentist	1084	1=6 months ago or less
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1556	<b>Mean</b>	367 2=more than 6 mnths but not more than 1 year ago
<b>Minimum</b>		<b>Maximum</b>	68 3=more than 1 year but not more than 2 years ago
			7 4=more than 2 years ago
			30 5=never
			10 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

Name	P3P09a	Frequency	Code and Description
<b>Label</b>	P3: Child health cov: Private insurance	608	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1550	<b>Mean</b>	942 1=Yes
<b>Minimum</b>		<b>Maximum</b>	16 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

Name	P3P09b	Frequency	Code and Description
<b>Label</b>	P3: Child health cov: Medicaid	559	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1550	<b>Mean</b>	991 1=Yes
<b>Minimum</b>		<b>Maximum</b>	16 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

Name	P3P09c	Frequency	Code and Description
<b>Label</b>	P3: Child health cov: CHIP	1136	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1535	<b>Mean</b>	399 1=Yes
<b>Minimum</b>		<b>Maximum</b>	31 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3P09d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child health cov: Military hlth care	1537	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1551	<b>Mean</b>	14 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused
			13 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P09e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child health cov: Indian hlth servc	1538	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1556	<b>Mean</b>	18 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			9 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P09f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child health cov: Oth govt program	1538	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1552	<b>Mean</b>	14 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused
			12 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3:#doc visits for injury in pst 12mnths	1344	0=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1563	<b>Mean</b>	160 1=Once
<b>Minimum</b>		<b>Maximum</b>	36 2=Twice
			23 3=Three or more times
			3 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child restricted because of injury	148	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	218	<b>Mean</b>	70 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1344 -1/.N=Not Applic
			4 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	P3P12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child miss HS bcause of injury	131	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	219	<b>Mean</b>	88 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1344 -1/.N=Not Applic
			3 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P13a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Asthma	1350	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1562	<b>Mean</b>	212 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P13b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Respiratory/ breathing illness	1426	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1564	<b>Mean</b>	138 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P13c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Stomach or gastrointestinal illness	1525	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1564	<b>Mean</b>	39 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P13d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Ear infection	1234	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1564	<b>Mean</b>	330 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P13e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Problem with muscles or with moving	1560	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1565	<b>Mean</b>	5 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3P13f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Developmental delay	1532	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1563	<b>Mean</b>	31 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P13g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Epilepsy or seizures	1547	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1565	<b>Mean</b>	18 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P13h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Heart defect	1544	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1563	<b>Mean</b>	19 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P13i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Mental retardation	1558	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1563	<b>Mean</b>	5 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P13j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Lactose intolerance	1528	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1561	<b>Mean</b>	33 1=Yes
<b>Minimum</b>		<b>Maximum</b>	5 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P13k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Other food allergy or sensitivity	1514	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1565	<b>Mean</b>	51 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

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## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3P13l	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Prob with allergies other than foods	1382	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1565	<b>Mean</b>	183 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P13m	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Attention deficit, hyperactivity	1498	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1560	<b>Mean</b>	62 1=Yes
<b>Minimum</b>		<b>Maximum</b>	6 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P13n	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Diabetes	1563	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1563	<b>Mean</b>	3 -8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>	500 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P14a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Asthma	106	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	212	<b>Mean</b>	106 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1350 -1/.N=Not Applic
			4 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P14b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Respiratory/ breathing illness	54	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	138	<b>Mean</b>	84 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1426 -1/.N=Not Applic
			2 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P14c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Stomach or gastrointestinal illness	13	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	39	<b>Mean</b>	26 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1525 -1/.N=Not Applic
			2 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	P3P14d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Ear infection	127	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	328	<b>Mean</b>	201 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1234 -1/.N=Not Applic
			4 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P14e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Problem with muscles or with moving	5	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	5	<b>Mean</b>	1560 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P14f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Developmental delay	30	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	31	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1532 -1/.N=Not Applic
			3 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P14g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Epilepsy or seizures	8	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	18	<b>Mean</b>	10 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1547 -1/.N=Not Applic
			1 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P14h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Heart defect	13	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	19	<b>Mean</b>	6 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1544 -1/.N=Not Applic
			3 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P14i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Mental retardation	5	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	5	<b>Mean</b>	1558 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	3 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3P14j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Lactose intolerance	27	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	32	<b>Mean</b>	5 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1528 -1/.N=Not Applic
			6 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P14k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Other food allergy or sensitivity	41	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	51	<b>Mean</b>	10 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1514 -1/.N=Not Applic
			1 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P14l	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Prob with allergies other than foods	140	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	183	<b>Mean</b>	43 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1382 -1/.N=Not Applic
			1 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P14m	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Attention deficit, hyperactivity	44	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	62	<b>Mean</b>	18 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1498 -1/.N=Not Applic
			6 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P14n	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Diabetes	1563	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	3 -8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>	500 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child restricted due to health prob	1503	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1562	<b>Mean</b>	59 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know
			500 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3P16	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child missed HS due to health prob	1630	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2055	<b>Mean</b>	425 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3P17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: C evaluated for attention/learning	1899	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2054	<b>Mean</b>	155 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3P18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Attention/learning problem diagnosed	60	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	155	<b>Mean</b>	95 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1899 -1/.N=Not Applic
			4 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3P19_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Mental retardation or cog impairmnt	91	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	94	<b>Mean</b>	3 1=Mental retardation or cognitive impairment
<b>Minimum</b>		<b>Maximum</b>	1959 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.
<b>Name</b>	P3P19_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Emotional/behavior disability	91	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	94	<b>Mean</b>	3 2=Emotional/behavior disability
<b>Minimum</b>		<b>Maximum</b>	1959 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3P19_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Autism or PDD	90	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	94	<b>Mean</b>	4 3=Autism or pervasive developmental delay (PDD)
<b>Minimum</b>		<b>Maximum</b>	1959 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P19_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Traumatic brain injury	94	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	94	<b>Mean</b>	1959 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			4 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P19_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Oppositional Defiant Disorder	92	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	94	<b>Mean</b>	2 5=Oppositional defiant disorder
<b>Minimum</b>		<b>Maximum</b>	1959 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P19_6	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Other attention/learning problem	75	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	94	<b>Mean</b>	19 6=Other
<b>Minimum</b>		<b>Maximum</b>	1959 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P19_8	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: ADD/ADHD	39	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	94	<b>Mean</b>	55 8=ADD/ADHD
<b>Minimum</b>		<b>Maximum</b>	1959 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3P19_9			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: No problem diagnosed			83	0=No
<b>Format</b>	Num	<b>Type</b>	Source	11	9=No problem
<b>Valid N</b>	94	<b>Mean</b>		1959	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				4	-8/.D=Don't know
				8	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3P20			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child evaluated about activity level			1975	0=No
<b>Format</b>	Num	<b>Type</b>	Source	80	1=Yes
<b>Valid N</b>	2055	<b>Mean</b>		3	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		8	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3P21			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Activity level problem diagnosed			27	0=No
<b>Format</b>	Num	<b>Type</b>	Source	52	1=Yes
<b>Valid N</b>	79	<b>Mean</b>		1975	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		4	-8/.D=Don't know
				8	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3P22_1			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Attention deficit disorder (ADD)			47	0=No
<b>Format</b>	Num	<b>Type</b>	Source	3	1=Attention deficit disorder (ADD)
<b>Valid N</b>	50	<b>Mean</b>		2002	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		6	-8/.D=Don't know
				8	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3P22_2			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Attn deficit hyperactivity disorder			25	0=No
<b>Format</b>	Num	<b>Type</b>	Source	25	2=Attention deficit hyperactivity disorder (ADHD)
<b>Valid N</b>	50	<b>Mean</b>		2002	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		6	-8/.D=Don't know
				8	-9/.M=Missing
				1249	SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3P22_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Other activity level problem	34	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	50	<b>Mean</b>	16 3=Other
<b>Minimum</b>		<b>Maximum</b>	2002 -1/.N=Not Applicable
			6 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P22_9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: No problem diagnosed	44	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	50	<b>Mean</b>	6 9=No problem
<b>Minimum</b>		<b>Maximum</b>	2002 -1/.N=Not Applicable
			6 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P23	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child evaluated about arms/legs	2036	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2054	<b>Mean</b>	18 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P24	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Arms / legs problem diagnosed	8	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	18	<b>Mean</b>	10 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2036 -1/.N=Not Applic
			4 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P25_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Cerebral palsy	9	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	9	<b>Mean</b>	2044 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	5 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P25_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Epilepsy or seizures	9	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	9	<b>Mean</b>	2044 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	5 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	P3P25_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Other physical impairment (specify)	2	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	9	<b>Mean</b>	7 3=Other physical impairment
<b>Minimum</b>		<b>Maximum</b>	2044 -1/.N=Not Applicable
			5 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P25_9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: No problem diagnosed	7	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	9	<b>Mean</b>	2 9=No problem
<b>Minimum</b>		<b>Maximum</b>	2044 -1/.N=Not Applicable
			5 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P26	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child use special equipment	8	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	10	<b>Mean</b>	2 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2044 -1/.N=Not Applic
			4 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P27	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child evaluated about communicating	1948	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2055	<b>Mean</b>	107 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P28	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Communication problem diagnosed	44	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	107	<b>Mean</b>	63 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1948 -1/.N=Not Applic
			3 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P29_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Speech impairment	17	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	62	<b>Mean</b>	45 1=Speech impairment
<b>Minimum</b>		<b>Maximum</b>	1992 -1/.N=Not Applicable
			4 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3P29_2			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Language impairment			57	0=No
<b>Format</b>	Num	<b>Type</b>	Source	5	2=Language impairment
<b>Valid N</b>	62	<b>Mean</b>		1992	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		4	-8/.D=Don't know
				8	-9/.M=Missing
				1249	SYSMIS/.
<hr/>					
<b>Name</b>	P3P29_3			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Autism or PDD			59	0=No
<b>Format</b>	Num	<b>Type</b>	Source	3	3=Autism or pervasive developmental delay (PDD)
<b>Valid N</b>	62	<b>Mean</b>		1992	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		4	-8/.D=Don't know
				8	-9/.M=Missing
				1249	SYSMIS/.
<hr/>					
<b>Name</b>	P3P29_4			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Mental retardation/cogn. impairment			62	0=No
<b>Format</b>	Num	<b>Type</b>	Source	1992	-1/.N=Not Applicable
<b>Valid N</b>	62	<b>Mean</b>		4	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		8	-9/.M=Missing
				1249	SYSMIS/.
<hr/>					
<b>Name</b>	P3P29_5			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Emotional/behavior disability			61	0=No
<b>Format</b>	Num	<b>Type</b>	Source	1	5=Emotional/behavior disability
<b>Valid N</b>	62	<b>Mean</b>		1992	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		4	-8/.D=Don't know
				8	-9/.M=Missing
				1249	SYSMIS/.
<hr/>					
<b>Name</b>	P3P29_6			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Other (specify)			58	0=No
<b>Format</b>	Num	<b>Type</b>	Source	4	6=Other
<b>Valid N</b>	62	<b>Mean</b>		1992	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		4	-8/.D=Don't know
				8	-9/.M=Missing
				1249	SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3P29_8	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Hearing impairment	56	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	62	<b>Mean</b>	6 8=Hearing impairment
<b>Minimum</b>		<b>Maximum</b>	1992 -1/.N=Not Applicable
			4 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P29_9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: No problem diagnosed	60	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	62	<b>Mean</b>	2 9=No problem
<b>Minimum</b>		<b>Maximum</b>	1992 -1/.N=Not Applicable
			4 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P30	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: diff in hearing/understanding speech	1966	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2055	<b>Mean</b>	89 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P31	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Evaluated over hearing/understanding	46	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	43 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1966 -1/.N=Not Applic
			3 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P32	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Hearing problem diagnosed	17	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	43	<b>Mean</b>	26 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2012 -1/.N=Not Applic
			3 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P33_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Ear infection	20	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	26	<b>Mean</b>	6 1=Ear infection
<b>Minimum</b>		<b>Maximum</b>	2029 -1/.N=Not Applicable
			3 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	P3P33_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Hearing impairment/hard of hearing	16	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	26	<b>Mean</b>	10 2=Hearing impairment/hard of hearing
<b>Minimum</b>		<b>Maximum</b>	2029 -1/.N=Not Applicable
			3 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P33_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Deafness	24	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	26	<b>Mean</b>	2 3=Deafness
<b>Minimum</b>		<b>Maximum</b>	2029 -1/.N=Not Applicable
			3 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P33_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Language impairment	21	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	26	<b>Mean</b>	5 4=Language impairment
<b>Minimum</b>		<b>Maximum</b>	2029 -1/.N=Not Applicable
			3 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P33_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Autism or PDD	25	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	26	<b>Mean</b>	1 5=Autism or pervasive developmental delay (PDD)
<b>Minimum</b>		<b>Maximum</b>	2029 -1/.N=Not Applicable
			3 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P33_6	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Mental retardation	26	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	26	<b>Mean</b>	2029 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	3 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3P33_7	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Emotional/behavior disability	24	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	26	<b>Mean</b>	2 7=Emotional/behavior disability
<b>Minimum</b>		<b>Maximum</b>	2029 -1/.N=Not Applicable
			3 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P33_8	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Other (specify)	23	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	26	<b>Mean</b>	3 8=Other
<b>Minimum</b>		<b>Maximum</b>	2029 -1/.N=Not Applicable
			3 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P33_9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: No problem diagnosed	25	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	26	<b>Mean</b>	1 9=No problem
<b>Minimum</b>		<b>Maximum</b>	2029 -1/.N=Not Applicable
			3 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P34	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child wears hearing aid	7	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	10	<b>Mean</b>	3 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2048 -1/.N=Not Applic
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P35a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child have cochlear implants	8	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	10	<b>Mean</b>	2 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2048 -1/.N=Not Applic
			8 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P35b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Effect on ability to hear/understand	3	1=greatly improves his/her hearing
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	5	<b>Mean</b>	2 2=somewhat improves his/her hearing
<b>Minimum</b>		<b>Maximum</b>	2055 -1/.N=Not Applicable
			6 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3P36	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child has difficulty seeing	1920	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2055	<b>Mean</b>	135 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P37	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child's vision evaluated by pro	16	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	135	<b>Mean</b>	119 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1920 -1/.N=Not Applic
			3 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P38	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Vision problem diagnosed	24	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	119	<b>Mean</b>	95 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1936 -1/.N=Not Applic
			3 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P39_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Near sighted	70	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	19 1=Near sighted
<b>Minimum</b>		<b>Maximum</b>	1960 -1/.N=Not Applicable
			9 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P39_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Far sighted	65	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	24 2=Far sighted
<b>Minimum</b>		<b>Maximum</b>	1960 -1/.N=Not Applicable
			9 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3P39_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Legally blind	89	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	89	<b>Mean</b>	1960 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	9 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	P3P39_4			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Other (specify)			74	0=No
<b>Format</b>	Num	<b>Type</b>	Source	14	4=Other
<b>Valid N</b>	88	<b>Mean</b>		1960	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		10	-8/.D=Don't know
				8	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3P39_5			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Astigmatism			66	0=No
<b>Format</b>	Num	<b>Type</b>	Source	23	5=Astigmatism
<b>Valid N</b>	89	<b>Mean</b>		1960	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		9	-8/.D=Don't know
				8	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3P39_6			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Lazy eye/Amblyopia			75	0=No
<b>Format</b>	Num	<b>Type</b>	Source	14	6=Lazy eye/Amblyopia
<b>Valid N</b>	89	<b>Mean</b>		1960	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		9	-8/.D=Don't know
				8	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3P39a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child wears glasses/ contacts			8	0=No
<b>Format</b>	Num	<b>Type</b>	Source	87	1=Yes
<b>Valid N</b>	95	<b>Mean</b>		1960	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		3	-8/.D=Don't know
				8	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3P39b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Effect of glasses on C's eyesight			51	1=correctable with glasses
<b>Format</b>	Num	<b>Type</b>	Source	31	2=improvable with glasses
<b>Valid N</b>	86	<b>Mean</b>		4	3=not correctable with glasses
<b>Minimum</b>		<b>Maximum</b>		1968	-1/.N=Not Applicable
				4	-8/.D=Don't know
				8	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3P40a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Speech or language therapy			161	0=No
<b>Format</b>	Num	<b>Type</b>	Source	85	1=Yes
<b>Valid N</b>	246	<b>Mean</b>		1820	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1249	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3P40b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Occupational therapy or OT	206	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	243	<b>Mean</b>	37 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1820 -1/.N=Not Applic
			3 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3P40c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Physical therapy or PT	227	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	245	<b>Mean</b>	18 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1820 -1/.N=Not Applic
			1 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3P40d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Vision services	197	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	243	<b>Mean</b>	46 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1820 -1/.N=Not Applic
			3 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3P40e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Hearing or audiology services	216	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	246	<b>Mean</b>	30 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1820 -1/.N=Not Applic
			1249 SYSMIS/.

<b>Name</b>	P3P40f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Social work services	225	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	246	<b>Mean</b>	21 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1820 -1/.N=Not Applic
			1249 SYSMIS/.

<b>Name</b>	P3P40g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Psychological services	206	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	244	<b>Mean</b>	38 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1820 -1/.N=Not Applic
			2 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3P40h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Parent support or training	226	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	246	<b>Mean</b>	20 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1820 -1/.N=Not Applic
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3P40i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Special classes with other children	224	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	245	<b>Mean</b>	21 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1820 -1/.N=Not Applic
			1 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3P40j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Private tutoring or schooling	227	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	246	<b>Mean</b>	19 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1820 -1/.N=Not Applic
			1249 SYSMIS/.

<b>Name</b>	P3P40k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Instruction in Braille	2060	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	6 -8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>	1249 SYSMIS/.

<b>Name</b>	P3P40l	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Instruction in sign language	9	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	10	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2054 -1/.N=Not Applic
			2 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3P40m	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Home visits	220	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	246	<b>Mean</b>	26 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1820 -1/.N=Not Applic
			1249 SYSMIS/.

<b>Name</b>	P3P41a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: EI pgm/svcs fr local school district	182	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	245	<b>Mean</b>	63 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1820 -1/.N=Not Applic
			1 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3P41b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: EI pgm/svcs fr health/soc svc agency	217	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	245	<b>Mean</b>	28 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1820 -1/.N=Not Applic
			1 -8/.D=Don't know
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3P41c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: EI pgm/svcs fr health care provider	193	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	245	<b>Mean</b>	52 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1820 -1/.N=Not Applic
			1 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3P41d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: EI pgm/svcs fr other source	246	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	246	<b>Mean</b>	1820 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1249 SYSMIS/.

<b>Name</b>	P3P42	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Any suggestion to get C evaluated	1638	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1688	<b>Mean</b>	50 1=Yes
<b>Minimum</b>		<b>Maximum</b>	374 -1/.N=Not Applic
			4 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3P42a01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Condition: Behavior problem	47	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	50	<b>Mean</b>	3 1=Behavior problem
<b>Minimum</b>		<b>Maximum</b>	2012 -1/.N=Not Applicable
			4 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3P42a02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Condition: Emotional problem	49	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	50	<b>Mean</b>	1 2=Emotional problem
<b>Minimum</b>		<b>Maximum</b>	2012 -1/.N=Not Applicable
			4 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3P42a03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Condition: Attention problem	42	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	50	<b>Mean</b>	8 3=Attention problem
<b>Minimum</b>		<b>Maximum</b>	2012 -1/.N=Not Applicable
			4 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3P42a04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Condition: Developmental delay	50	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	50	<b>Mean</b>	2012 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3P42a05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Condition: Problem with use of arms or legs	50	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	50	<b>Mean</b>	2012 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3P42a06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Condition: Oppositional defiant disorder	50	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	50	<b>Mean</b>	2012 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3P42a07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Condition: Speech problem	36	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	50	<b>Mean</b>	14 7=Speech problem
<b>Minimum</b>		<b>Maximum</b>	2012 -1/.N=Not Applicable
			4 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3P42a08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Condition: Hearing problem	46	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	50	<b>Mean</b>	4 8=Hearing problem
<b>Minimum</b>		<b>Maximum</b>	2012 -1/.N=Not Applicable
			4 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3P42a09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Condition: Vision problem	37	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	50	<b>Mean</b>	13 9=Vision problem
<b>Minimum</b>		<b>Maximum</b>	2012 -1/.N=Not Applicable
			4 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3P42a10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Condition: Other (specify)	41	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	50	<b>Mean</b>	9 10=Other
<b>Minimum</b>		<b>Maximum</b>	2012 -1/.N=Not Applicable
			4 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3P43	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child has IEP or IFSP	1879	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2041	<b>Mean</b>	162 1=Yes
<b>Minimum</b>		<b>Maximum</b>	17 -8/.D=Don't know
			8 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3P44			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R help develop IEP/IFSP for child			24	0=No
<b>Format</b>	Num	<b>Type</b>	Source	137	1=Yes
<b>Valid N</b>	161	<b>Mean</b>		1879	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		18	-8/.D=Don't know
				8	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3P45			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: HS staff or others developed IEP			130	1=School staff
<b>Format</b>	Num	<b>Type</b>	Source	30	2=Not school staff
<b>Valid N</b>	160	<b>Mean</b>		1879	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		19	-8/.D=Don't know
				8	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3P46			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: IEP services child is receiving			6	1=none of the services identified in the IEP or IFSP
<b>Format</b>	Num	<b>Type</b>	Source	40	2=some of the services
<b>Valid N</b>	155	<b>Mean</b>		19	3=most of the services
<b>Minimum</b>		<b>Maximum</b>		90	4=all of the services identified in the IEP or IFSP
				1879	-1/.N=Not Applicable
				24	-8/.D=Don't know
				8	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3P47			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R's satisfaction w/ IEP services			10	1=very dissatisfied
<b>Format</b>	Num	<b>Type</b>	Source	9	2=somewhat dissatisfied
<b>Valid N</b>	149	<b>Mean</b>		27	3=somewhat satisfied
<b>Minimum</b>		<b>Maximum</b>		103	4=very satisfied
				1885	-1/.N=Not Applicable
				24	-8/.D=Don't know
				8	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3Q01			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R's health status			503	1=Excellent
<b>Format</b>	Num	<b>Type</b>	Source	611	2=Very Good
<b>Valid N</b>	2060	<b>Mean</b>		635	3=Good
<b>Minimum</b>		<b>Maximum</b>		263	4=Fair
				48	5=Poor
				1	-7/.R=Refused
				5	-8/.D=Don't know
				1249	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3Q02a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R's health cov: Private insurance	998	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2051	<b>Mean</b>	1053 1=Yes
<b>Minimum</b>		<b>Maximum</b>	5 -7/.R=Refused
			10 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3Q02b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R's health cov: Medicaid	1305	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2050	<b>Mean</b>	745 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -7/.R=Refused
			12 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3Q02c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R's health cov: Military health care	2031	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2058	<b>Mean</b>	27 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -7/.R=Refused
			5 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3Q02d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R's health cov: Indian health servc	2027	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2057	<b>Mean</b>	30 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -7/.R=Refused
			6 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3Q02e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R's hlth cov: Medicare, oth govt pgm	2001	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2058	<b>Mean</b>	57 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -7/.R=Refused
			5 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3Q03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Hlth impairment keeps R from working	1880	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2060	<b>Mean</b>	180 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -7/.R=Refused
			3 -8/.D=Don't know
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3Q04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Limited in kind/amount of work	1844	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2058	<b>Mean</b>	214 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -7/.R=Refused
			4 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3Q05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R smoked tobacco in last 30 days	1592	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2063	<b>Mean</b>	471 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3Q06num	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Quantity cigarettes smoked per day	469	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	469	<b>Mean</b>	6.03
<b>Minimum</b>	0	<b>Maximum</b>	30
			1592 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3Q06cod	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Units code cigarettes smoked per day	363	1=Cigarettes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	469	<b>Mean</b>	106 2=Packs
<b>Minimum</b>		<b>Maximum</b>	1592 -1/.N=Not Applic
			1 -7/.R=Refused
			4 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3Q07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Anyone else in hhold smoked tobacco	1703	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2062	<b>Mean</b>	359 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			3 -8/.D=Don't know
			1249 SYSMIS/.

<b>Name</b>	P3Q08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: No of others that smoke in R home	359	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	359	<b>Mean</b>	1.21
<b>Minimum</b>	1	<b>Maximum</b>	5
			1703 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P3Q09	Frequency	Code and Description
<b>Label</b>	P3: Freq. R drinks alcoholic beverages	1527	0=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2058	<b>Mean</b>	368 1=Less than once a week
<b>Minimum</b>		<b>Maximum</b>	131 2=1 or 2 days per week
			25 3=3 or 4 days per week
			5 4=5 or 6 days per week
			2 5=Every day
			2 -7/.R=Refused
			6 -8/.D=Don't know
			1249 SYSMIS/.

Name	P3Q10	Frequency	Code and Description
<b>Label</b>	P3: Number/day of alcoholic beverages	529	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	529	<b>Mean</b>	2.27
<b>Minimum</b>	1	<b>Maximum</b>	40
			1527 -1/.N=Not Applicable
			3 -7/.R=Refused
			7 -8/.D=Don't know
			1249 SYSMIS/.

Name	P3Q11	Frequency	Code and Description
<b>Label</b>	P3: Anyone else in R home that drinks	1684	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2061	<b>Mean</b>	377 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
			2 -7/.R=Refused
			3 -8/.D=Don't know
			1249 SYSMIS/.

Name	P3Q12	Frequency	Code and Description
<b>Label</b>	P3: No of others that drink in R home	376	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	376	<b>Mean</b>	1.15
<b>Minimum</b>	0	<b>Maximum</b>	3
			1684 -1/.N=Not Applicable
			2 -7/.R=Refused
			4 -8/.D=Don't know
			1249 SYSMIS/.

Name	P3Q13	Frequency	Code and Description
<b>Label</b>	P3: Anyone in R household uses drugs	2059	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2062	<b>Mean</b>	3 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
			1 -7/.R=Refused
			3 -8/.D=Don't know
			1249 SYSMIS/.

Name	P3Q14	Frequency	Code and Description
<b>Label</b>	P3: No of people in R hhold use drugs	3	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3	<b>Mean</b>	2.00
<b>Minimum</b>	2	<b>Maximum</b>	2
			2059 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P3Q15a1	Frequency	Code and Description
<b>Label</b>	P3: Frequency trouble w/fam for alcohol	367	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	386	<b>Mean</b>	11 2=Once or twice
<b>Minimum</b>		<b>Maximum</b>	2 3=Three or four times
			2 4=Five or six times
			2 5=More than six times
			2 6=NA/DON't USE
			1680 -1/.N=Not Applicable
			1249 SYSMIS/.

Name	P3Q15a2	Frequency	Code and Description
<b>Label</b>	P3: Frequency trouble w/family for drugs	2	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	2063 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			1249 SYSMIS/.

Name	P3Q15b1	Frequency	Code and Description
<b>Label</b>	P3: Freq trouble w/police for alcohol	373	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	386	<b>Mean</b>	8 2=Once or twice
<b>Minimum</b>		<b>Maximum</b>	1 4=Five or six times
			2 5=More than six times
			2 6=NA/DON't USE
			1680 -1/.N=Not Applicable
			1249 SYSMIS/.

Name	P3Q15b2	Frequency	Code and Description
<b>Label</b>	P3: Freq trouble w/police for drugs	2	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	2063 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			1249 SYSMIS/.

Name	P3Q15c1	Frequency	Code and Description
<b>Label</b>	P3: Freq misssd work/school due to alcohol	378	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	385	<b>Mean</b>	3 2=Once or twice
<b>Minimum</b>		<b>Maximum</b>	1 4=Five or six times
			1 5=More than six times
			2 6=NA/DON't USE
			1680 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1249 SYSMIS/.

Name	P3Q15c2	Frequency	Code and Description
<b>Label</b>	P3: Freq missed work/school due to drugs	2	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	2063 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3S01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R completed HS FNA or FPA	599	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1087	<b>Mean</b>	488 1=Yes
<b>Minimum</b>		<b>Maximum</b>	935 -1/.N=Not Applic
			3 -7/.R=Refused
			37 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3S02a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R/hhold rec help with housing	1013	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1125	<b>Mean</b>	112 1=Yes
<b>Minimum</b>		<b>Maximum</b>	935 -1/.N=Not Applic
			2 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3S02b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R/hhold rec training for a job	1090	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1126	<b>Mean</b>	36 1=Yes
<b>Minimum</b>		<b>Maximum</b>	935 -1/.N=Not Applic
			1 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3S02c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R/hhold rec help finding a job	1073	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1126	<b>Mean</b>	53 1=Yes
<b>Minimum</b>		<b>Maximum</b>	935 -1/.N=Not Applic
			1 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3S02d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R/hhold rec help for school/college	1045	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1126	<b>Mean</b>	81 1=Yes
<b>Minimum</b>		<b>Maximum</b>	935 -1/.N=Not Applic
			1 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

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## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3S02e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R/hhold rec ESL classes			1062	0=No
<b>Format</b>	Num	<b>Type</b>	Source	64	1=Yes
<b>Valid N</b>	1126	<b>Mean</b>		935	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-8/.D=Don't know
				4	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3S02f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R/hhold rec transp for work/training			1106	0=No
<b>Format</b>	Num	<b>Type</b>	Source	20	1=Yes
<b>Valid N</b>	1126	<b>Mean</b>		935	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				4	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3S02g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R/hhold rec child care			1021	0=No
<b>Format</b>	Num	<b>Type</b>	Source	104	1=Yes
<b>Valid N</b>	1125	<b>Mean</b>		935	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				1	-8/.D=Don't know
				4	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3S02h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R/hhold rec alcohol/ drug treatment			1115	0=No
<b>Format</b>	Num	<b>Type</b>	Source	11	1=Yes
<b>Valid N</b>	1126	<b>Mean</b>		935	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				4	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3S02i			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R/hhold rec advice from a lawyer			1085	0=No
<b>Format</b>	Num	<b>Type</b>	Source	40	1=Yes
<b>Valid N</b>	1125	<b>Mean</b>		935	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		2	-7/.R=Refused
				4	-9/.M=Missing
				1249	SYSMIS/.

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## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3S02j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R/hhold rec mental health services	1067	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1126	<b>Mean</b>	59 1=Yes
<b>Minimum</b>		<b>Maximum</b>	935 -1/.N=Not Applic
			1 -7/.R=Refused
			4 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3S02k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R/hhold rec help w/ family violence	1112	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1126	<b>Mean</b>	14 1=Yes
<b>Minimum</b>		<b>Maximum</b>	935 -1/.N=Not Applic
			1 -7/.R=Refused
			4 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3S02l	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R/hhold rec help for oth family prob	1083	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1124	<b>Mean</b>	41 1=Yes
<b>Minimum</b>		<b>Maximum</b>	935 -1/.N=Not Applic
			1 -7/.R=Refused
			2 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3S02m	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R/hhold rec dental/orthodontic care	963	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1126	<b>Mean</b>	163 1=Yes
<b>Minimum</b>		<b>Maximum</b>	935 -1/.N=Not Applic
			1 -7/.R=Refused
			4 -9/.M=Missing
			1249 SYSMIS/.

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<b>Name</b>	P3S03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: HS helped R in obtaining services	254	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	446	<b>Mean</b>	192 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1613 -1/.N=Not Applic
			2 -8/.D=Don't know
			5 -9/.M=Missing
			1249 SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	P3T01a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Help to watch C when R runs errand	299	1=Never true
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1991	<b>Mean</b>	691 2=Sometimes true
<b>Minimum</b>		<b>Maximum</b>	1001 3=Always true
			4 -7/.R=Refused
			5 -8/.D=Don't know
			66 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3T01b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Help w/ ride to get child to doctor	186	1=Never true
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1993	<b>Mean</b>	418 2=Sometimes true
<b>Minimum</b>		<b>Maximum</b>	1389 3=Always true
			4 -7/.R=Refused
			3 -8/.D=Don't know
			66 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3T01c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Others check when child is sick	183	1=Never true
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1996	<b>Mean</b>	487 2=Sometimes true
<b>Minimum</b>		<b>Maximum</b>	1326 3=Always true
			2 -7/.R=Refused
			2 -8/.D=Don't know
			66 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3T01d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Other to talk to when problem w/ HS	177	1=Never true
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1994	<b>Mean</b>	392 2=Sometimes true
<b>Minimum</b>		<b>Maximum</b>	1425 3=Always true
			2 -7/.R=Refused
			4 -8/.D=Don't know
			66 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3T01e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Others will loan emergency cash	223	1=Never true
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1991	<b>Mean</b>	559 2=Sometimes true
<b>Minimum</b>		<b>Maximum</b>	1209 3=Always true
			2 -7/.R=Refused
			7 -8/.D=Don't know
			66 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3T01f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R has someone to talk to for advice			83	1=Never true
<b>Format</b>	Num	<b>Type</b>	Source	392	2=Sometimes true
<b>Valid N</b>	1995	<b>Mean</b>		1520	3=Always true
<b>Minimum</b>		<b>Maximum</b>		2	-7/.R=Refused
				3	-8/.D=Don't know
				66	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3T02a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: How helpful father has been			489	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source	260	2=Somewhat helpful
<b>Valid N</b>	1987	<b>Mean</b>		961	3=Very helpful
<b>Minimum</b>		<b>Maximum</b>		277	4=NOT APPLICABLE
				7	-7/.R=Refused
				6	-8/.D=Don't know
				66	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3T02b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: How helpful mother has been			50	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source	30	2=Somewhat helpful
<b>Valid N</b>	1994	<b>Mean</b>		133	3=Very helpful
<b>Minimum</b>		<b>Maximum</b>		1781	4=NOT APPLICABLE
				3	-1/.N=Not Applic
				1	-7/.R=Refused
				2	-8/.D=Don't know
				66	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3T02c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: How helpful spouse/partner is			83	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source	119	2=Somewhat helpful
<b>Valid N</b>	1992	<b>Mean</b>		615	3=Very helpful
<b>Minimum</b>		<b>Maximum</b>		1175	4=NOT APPLICABLE
				1	-1/.N=Not Applic
				3	-7/.R=Refused
				4	-8/.D=Don't know
				66	-9/.M=Missing
				1249	SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	P3T02d	Frequency	Code and Description
<b>Label</b>	P3: How helpful grandparents are	264	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1995	<b>Mean</b>	347 2=Somewhat helpful
<b>Minimum</b>		<b>Maximum</b>	1139 3=Very helpful
			245 4=NOT APPLICABLE
			3 -7/.R=Refused
			2 -8/.D=Don't know
			66 -9/.M=Missing
			1249 SYSMIS/.

Name	P3T02e	Frequency	Code and Description
<b>Label</b>	P3: How helpful other relatives are	325	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1996	<b>Mean</b>	613 2=Somewhat helpful
<b>Minimum</b>		<b>Maximum</b>	946 3=Very helpful
			112 4=NOT APPLICABLE
			2 -7/.R=Refused
			2 -8/.D=Don't know
			66 -9/.M=Missing
			1249 SYSMIS/.

Name	P3T02f	Frequency	Code and Description
<b>Label</b>	P3: How helpful friends have been	443	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1996	<b>Mean</b>	723 2=Somewhat helpful
<b>Minimum</b>		<b>Maximum</b>	696 3=Very helpful
			134 4=NOT APPLICABLE
			2 -7/.R=Refused
			2 -8/.D=Don't know
			66 -9/.M=Missing
			1249 SYSMIS/.

Name	P3T02g	Frequency	Code and Description
<b>Label</b>	P3: How helpful coworkers have been	740	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1993	<b>Mean</b>	302 2=Somewhat helpful
<b>Minimum</b>		<b>Maximum</b>	254 3=Very helpful
			697 4=NOT APPLICABLE
			3 -7/.R=Refused
			4 -8/.D=Don't know
			66 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P3T02h	Frequency	Code and Description
<b>Label</b>	P3: How helpful social workers are	689	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1987	<b>Mean</b>	258 2=Somewhat helpful
<b>Minimum</b>		<b>Maximum</b>	243 3=Very helpful
			797 4=NOT APPLICABLE
			2 -7/.R=Refused
			11 -8/.D=Don't know
			66 -9/.M=Missing
			1249 SYSMIS/.

Name	P3T02i	Frequency	Code and Description
<b>Label</b>	P3: How helpful Head Start staff is	269	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1991	<b>Mean</b>	550 2=Somewhat helpful
<b>Minimum</b>		<b>Maximum</b>	1072 3=Very helpful
			100 4=NOT APPLICABLE
			1 -7/.R=Refused
			8 -8/.D=Don't know
			66 -9/.M=Missing
			1249 SYSMIS/.

Name	P3T02j	Frequency	Code and Description
<b>Label</b>	P3: How helpful other parents are	733	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1991	<b>Mean</b>	462 2=Somewhat helpful
<b>Minimum</b>		<b>Maximum</b>	310 3=Very helpful
			486 4=NOT APPLICABLE
			2 -7/.R=Refused
			7 -8/.D=Don't know
			66 -9/.M=Missing
			1249 SYSMIS/.

Name	P3T02k	Frequency	Code and Description
<b>Label</b>	P3: How helpful other childcare is	654	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1990	<b>Mean</b>	250 2=Somewhat helpful
<b>Minimum</b>		<b>Maximum</b>	238 3=Very helpful
			848 4=NOT APPLICABLE
			1 -7/.R=Refused
			9 -8/.D=Don't know
			66 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P3T02l	Frequency	Code and Description
<b>Label</b>	P3: How helpful religious members are	646	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1993	<b>Mean</b>	359 2=Somewhat helpful
<b>Minimum</b>		<b>Maximum</b>	451 3=Very helpful
			537 4=NOT APPLICABLE
			1 -7/.R=Refused
			6 -8/.D=Don't know
			66 -9/.M=Missing
			1249 SYSMIS/.

Name	P3T02m	Frequency	Code and Description
<b>Label</b>	P3: Anyone else been helpful	117	2=Somewhat helpful
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	308	<b>Mean</b>	191 3=Very helpful
<b>Minimum</b>		<b>Maximum</b>	1689 -1/.N=Not Applic
			3 -8/.D=Don't know
			66 -9/.M=Missing
			1249 SYSMIS/.

Name	P3U01a	Frequency	Code and Description
<b>Label</b>	P3: Bothered by things	1340	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2043	<b>Mean</b>	392 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	236 3=Occasionally or Moderate
			75 4=Most or All
			9 -7/.R=Refused
			14 -8/.D=Don't know
			1249 SYSMIS/.

Name	P3U01b	Frequency	Code and Description
<b>Label</b>	P3: Your appetite was poor	1497	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2052	<b>Mean</b>	340 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	142 3=Occasionally or Moderate
			73 4=Most or All
			8 -7/.R=Refused
			6 -8/.D=Don't know
			1249 SYSMIS/.

Name	P3U01c	Frequency	Code and Description
<b>Label</b>	P3: Could not shake off the blues	1634	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2046	<b>Mean</b>	242 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	112 3=Occasionally or Moderate
			58 4=Most or All
			8 -7/.R=Refused
			12 -8/.D=Don't know
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P3U01d	Frequency	Code and Description
<b>Label</b>	P3: Trouble keeping mind on track	1470	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2054	<b>Mean</b>	359 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	160 3=Occasionally or Moderate
			65 4=Most or All
			6 -7/.R=Refused
			6 -8/.D=Don't know
			1249 SYSMIS/.

Name	P3U01e	Frequency	Code and Description
<b>Label</b>	P3: Depressed	1581	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2054	<b>Mean</b>	285 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	122 3=Occasionally or Moderate
			66 4=Most or All
			6 -7/.R=Refused
			6 -8/.D=Don't know
			1249 SYSMIS/.

Name	P3U01f	Frequency	Code and Description
<b>Label</b>	P3: Everything was an effort	1117	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2038	<b>Mean</b>	364 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	195 3=Occasionally or Moderate
			362 4=Most or All
			8 -7/.R=Refused
			20 -8/.D=Don't know
			1249 SYSMIS/.

Name	P3U01g	Frequency	Code and Description
<b>Label</b>	P3: Fearful	1750	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2050	<b>Mean</b>	193 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	64 3=Occasionally or Moderate
			43 4=Most or All
			8 -7/.R=Refused
			8 -8/.D=Don't know
			1249 SYSMIS/.

Name	P3U01h	Frequency	Code and Description
<b>Label</b>	P3: Your sleep was restless	1279	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2052	<b>Mean</b>	390 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	215 3=Occasionally or Moderate
			168 4=Most or All
			8 -7/.R=Refused
			6 -8/.D=Don't know
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3U01i			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: You talked less than usual			1644	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source	255	2=Some or a Little
<b>Valid N</b>	2053	<b>Mean</b>		105	3=Occasionally or Moderate
<b>Minimum</b>		<b>Maximum</b>		49	4=Most or All
				10	-7/.R=Refused
				3	-8/.D=Don't know
				1249	SYSMIS/.

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<b>Name</b>	P3U01j			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: You felt lonely			1669	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source	223	2=Some or a Little
<b>Valid N</b>	2052	<b>Mean</b>		99	3=Occasionally or Moderate
<b>Minimum</b>		<b>Maximum</b>		61	4=Most or All
				8	-7/.R=Refused
				6	-8/.D=Don't know
				1249	SYSMIS/.

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<b>Name</b>	P3U01k			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: You felt sad			1513	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source	341	2=Some or a Little
<b>Valid N</b>	2056	<b>Mean</b>		145	3=Occasionally or Moderate
<b>Minimum</b>		<b>Maximum</b>		57	4=Most or All
				7	-7/.R=Refused
				3	-8/.D=Don't know
				1249	SYSMIS/.

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<b>Name</b>	P3U01l			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: You could not get 'going'			1504	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source	355	2=Some or a Little
<b>Valid N</b>	2051	<b>Mean</b>		140	3=Occasionally or Moderate
<b>Minimum</b>		<b>Maximum</b>		52	4=Most or All
				7	-7/.R=Refused
				8	-8/.D=Don't know
				1249	SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	P3V01	Frequency	Code and Description
<b>Label</b>	P3: School to be attended in Fall	7	1=Returning to Head Start
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1124	<b>Mean</b>	62 2=Attending Pre-Kindergarten
<b>Minimum</b>		<b>Maximum</b>	982 3=Attending Kindergarten
			7 4=Attending another preschool
			66 6=Don't know yet
			935 -1/.N=Not Applicable
			1 -7/.R=Refused
			2 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

Name	P3W01a	Frequency	Code and Description
<b>Label</b>	P3: Helping child to grow and develop	26	1=very dissatisfied
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1123	<b>Mean</b>	15 2=somewhat dissatisfied
<b>Minimum</b>		<b>Maximum</b>	120 3=somewhat satisfied
			962 4=very satisfied
			935 -1/.N=Not Applicable
			1 -7/.R=Refused
			3 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

Name	P3W01b	Frequency	Code and Description
<b>Label</b>	P3: Open to Ideas	20	1=very dissatisfied
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1107	<b>Mean</b>	25 2=somewhat dissatisfied
<b>Minimum</b>		<b>Maximum</b>	186 3=somewhat satisfied
			876 4=very satisfied
			935 -1/.N=Not Applicable
			3 -7/.R=Refused
			17 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

Name	P3W01c	Frequency	Code and Description
<b>Label</b>	P3: Respect R culture and background	20	1=very dissatisfied
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1113	<b>Mean</b>	9 2=somewhat dissatisfied
<b>Minimum</b>		<b>Maximum</b>	124 3=somewhat satisfied
			960 4=very satisfied
			935 -1/.N=Not Applicable
			5 -7/.R=Refused
			9 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3W01d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Identify/ provide services for child			21	1=very dissatisfied
<b>Format</b>	Num	<b>Type</b>	Source	20	2=somewhat dissatisfied
<b>Valid N</b>	1112	<b>Mean</b>		126	3=somewhat satisfied
<b>Minimum</b>		<b>Maximum</b>		945	4=very satisfied
				935	-1/.N=Not Applicable
				3	-7/.R=Refused
				12	-8/.D=Don't know
				4	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3W01e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Help provide services that help R			34	1=very dissatisfied
<b>Format</b>	Num	<b>Type</b>	Source	59	2=somewhat dissatisfied
<b>Valid N</b>	1053	<b>Mean</b>		271	3=somewhat satisfied
<b>Minimum</b>		<b>Maximum</b>		689	4=very satisfied
				935	-1/.N=Not Applicable
				12	-7/.R=Refused
				62	-8/.D=Don't know
				4	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3W01f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Maintaining a safe program			22	1=very dissatisfied
<b>Format</b>	Num	<b>Type</b>	Source	18	2=somewhat dissatisfied
<b>Valid N</b>	1119	<b>Mean</b>		122	3=somewhat satisfied
<b>Minimum</b>		<b>Maximum</b>		957	4=very satisfied
				935	-1/.N=Not Applicable
				3	-7/.R=Refused
				5	-8/.D=Don't know
				4	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3W01g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Prepare child to enter kindergarten			26	1=very dissatisfied
<b>Format</b>	Num	<b>Type</b>	Source	25	2=somewhat dissatisfied
<b>Valid N</b>	1122	<b>Mean</b>		132	3=somewhat satisfied
<b>Minimum</b>		<b>Maximum</b>		939	4=very satisfied
				935	-1/.N=Not Applicable
				2	-7/.R=Refused
				3	-8/.D=Don't know
				4	-9/.M=Missing
				1249	SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	P3W01h		Frequency	Code and Description
<b>Label</b>	P3: Help R be involved in community		25	1=very dissatisfied
<b>Format</b>	Num	<b>Type</b>	66	2=somewhat dissatisfied
<b>Valid N</b>	1072	<b>Mean</b>	352	3=somewhat satisfied
<b>Minimum</b>		<b>Maximum</b>	629	4=very satisfied
			935	-1/.N=Not Applicable
			9	-7/.R=Refused
			46	-8/.D=Don't know
			4	-9/.M=Missing
			1249	SYSMIS/.

Name	P3W02a		Frequency	Code and Description
<b>Label</b>	P3: Child feels safe in Head Start		7	1=Never
<b>Format</b>	Num	<b>Type</b>	30	2=Sometimes
<b>Valid N</b>	1122	<b>Mean</b>	66	3=Often
<b>Minimum</b>		<b>Maximum</b>	1019	4=Always
			935	-1/.N=Not Applicable
			2	-7/.R=Refused
			3	-8/.D=Don't know
			4	-9/.M=Missing
			1249	SYSMIS/.

Name	P3W02b		Frequency	Code and Description
<b>Label</b>	P3: Child gets lots of indiv attention		36	1=Never
<b>Format</b>	Num	<b>Type</b>	202	2=Sometimes
<b>Valid N</b>	1112	<b>Mean</b>	235	3=Often
<b>Minimum</b>		<b>Maximum</b>	639	4=Always
			935	-1/.N=Not Applicable
			2	-7/.R=Refused
			13	-8/.D=Don't know
			4	-9/.M=Missing
			1249	SYSMIS/.

Name	P3W02c		Frequency	Code and Description
<b>Label</b>	P3: Teacher open to new info		9	1=Never
<b>Format</b>	Num	<b>Type</b>	62	2=Sometimes
<b>Valid N</b>	1119	<b>Mean</b>	127	3=Often
<b>Minimum</b>		<b>Maximum</b>	921	4=Always
			935	-1/.N=Not Applicable
			2	-7/.R=Refused
			6	-8/.D=Don't know
			4	-9/.M=Missing
			1249	SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P3W02d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child happy in HS program			4	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	62	2=Sometimes
<b>Valid N</b>	1125	<b>Mean</b>		80	3=Often
<b>Minimum</b>		<b>Maximum</b>		979	4=Always
				935	-1/.N=Not Applicable
				2	-7/.R=Refused
				4	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3W02e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Teacher warm towards child			11	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	59	2=Sometimes
<b>Valid N</b>	1118	<b>Mean</b>		107	3=Often
<b>Minimum</b>		<b>Maximum</b>		941	4=Always
				935	-1/.N=Not Applicable
				3	-7/.R=Refused
				6	-8/.D=Don't know
				4	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3W02f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Child treated w/ respect by teachers			3	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	35	2=Sometimes
<b>Valid N</b>	1120	<b>Mean</b>		75	3=Often
<b>Minimum</b>		<b>Maximum</b>		1007	4=Always
				935	-1/.N=Not Applicable
				3	-7/.R=Refused
				4	-8/.D=Don't know
				4	-9/.M=Missing
				1249	SYSMIS/.

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<b>Name</b>	P3W02g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Teacher takes interest in child			7	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	62	2=Sometimes
<b>Valid N</b>	1120	<b>Mean</b>		107	3=Often
<b>Minimum</b>		<b>Maximum</b>		944	4=Always
				935	-1/.N=Not Applicable
				2	-7/.R=Refused
				5	-8/.D=Don't know
				4	-9/.M=Missing
				1249	SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	P3W02h	Frequency	Code and Description
<b>Label</b>	P3: Child feels accepted by teacher	13	1=Never
<b>Format</b>	Num	40	2=Sometimes
<b>Valid N</b>	1122	78	3=Often
<b>Minimum</b>		991	4=Always
		935	-1/.N=Not Applicable
		2	-7/.R=Refused
		3	-8/.D=Don't know
		4	-9/.M=Missing
		1249	SYSMIS/.

Name	P3W02i	Frequency	Code and Description
<b>Label</b>	P3: Teacher supportive of R as parent	6	1=Never
<b>Format</b>	Num	50	2=Sometimes
<b>Valid N</b>	1121	77	3=Often
<b>Minimum</b>		988	4=Always
		935	-1/.N=Not Applicable
		2	-7/.R=Refused
		4	-8/.D=Don't know
		4	-9/.M=Missing
		1249	SYSMIS/.

Name	P3W02k	Frequency	Code and Description
<b>Label</b>	P3: R feels welcome by teacher	6	1=Never
<b>Format</b>	Num	46	2=Sometimes
<b>Valid N</b>	1124	52	3=Often
<b>Minimum</b>		1020	4=Always
		935	-1/.N=Not Applicable
		2	-7/.R=Refused
		1	-8/.D=Don't know
		4	-9/.M=Missing
		1249	SYSMIS/.

Name	P3W02l	Frequency	Code and Description
<b>Label</b>	P3: Teacher disciplines w/o being harsh	14	1=Never
<b>Format</b>	Num	50	2=Sometimes
<b>Valid N</b>	1108	95	3=Often
<b>Minimum</b>		949	4=Always
		935	-1/.N=Not Applicable
		3	-7/.R=Refused
		16	-8/.D=Don't know
		4	-9/.M=Missing
		1249	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3W02m	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Teacher happy and content	6	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1121	<b>Mean</b>	64 2=Sometimes
<b>Minimum</b>		<b>Maximum</b>	110 3=Often
			941 4=Always
			935 -1/.N=Not Applicable
			2 -7/.R=Refused
			4 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3W02n	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Aide warm towards Child	13	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1111	<b>Mean</b>	70 2=Sometimes
<b>Minimum</b>		<b>Maximum</b>	77 3=Often
			951 4=Always
			935 -1/.N=Not Applicable
			3 -7/.R=Refused
			13 -8/.D=Don't know
			4 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3Y01a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R able to understand q's easily	2062	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2062	<b>Mean</b>	6.31
<b>Minimum</b>	1	<b>Maximum</b>	7
			1 -7/.R=Refused
			3 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3Y01b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: The respondent was truthful	2062	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2062	<b>Mean</b>	6.47
<b>Minimum</b>	1	<b>Maximum</b>	7
			1 -7/.R=Refused
			3 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3Y01c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: The respondent was accurate	2062	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2062	<b>Mean</b>	6.32
<b>Minimum</b>	1	<b>Maximum</b>	7
			1 -7/.R=Refused
			3 -9/.M=Missing
			1249 SYSMIS/.

<b>Name</b>	P3Y01d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R Interested in the interview	2062	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2062	<b>Mean</b>	6.39
<b>Minimum</b>	1	<b>Maximum</b>	7
			1 -7/.R=Refused
			3 -9/.M=Missing
			1249 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P3Y01e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Respondent was cooperative			2062	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1	-7/.R=Refused
<b>Valid N</b>	2062	<b>Mean</b>	6.53	3	-9/.M=Missing
<b>Minimum</b>	1	<b>Maximum</b>	7	1249	SYSMIS/.
<b>Name</b>	P3Y01f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: R had no English lang problem			2059	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1	-7/.R=Refused
<b>Valid N</b>	2059	<b>Mean</b>	5.91	3	-8/.D=Don't know
<b>Minimum</b>	1	<b>Maximum</b>	7	3	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P3Y01g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Interviewed w/out interruptions			2062	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1	-7/.R=Refused
<b>Valid N</b>	2062	<b>Mean</b>	6.03	3	-9/.M=Missing
<b>Minimum</b>	1	<b>Maximum</b>	7	1249	SYSMIS/.
<b>Name</b>	P3Y01h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Your opinion about the data			2062	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1	-7/.R=Refused
<b>Valid N</b>	2062	<b>Mean</b>	6.35	3	-9/.M=Missing
<b>Minimum</b>	1	<b>Maximum</b>	7	1249	SYSMIS/.
<b>Name</b>	P3Y_Z1			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Interviewed with an interpreter			2011	0=No
<b>Format</b>	Num	<b>Type</b>	Source	52	1=Yes
<b>Valid N</b>	2063	<b>Mean</b>		3	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>		1249	SYSMIS/.
<b>Name</b>	P3Y_Z2			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P3: Language used			43	12=Spanish
<b>Format</b>	Num	<b>Type</b>	Source	1	19=Vietnamese
<b>Valid N</b>	52	<b>Mean</b>		2	20=Arabic
<b>Minimum</b>		<b>Maximum</b>		1	21=Other
				5	30=African language
				2011	-1/.N=Not Applicable
				3	-9/.M=Missing
				1249	SYSMIS/.
<b>Name</b>	P4_Lang			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Language			811	1=English
<b>Format</b>	Num	<b>Type</b>	Source	231	2=Spanish
<b>Valid N</b>	1042	<b>Mean</b>		2273	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4_2Child	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: 2-child Interview status	992	0=one child
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	25 1=child #1 (of 2)
<b>Minimum</b>		<b>Maximum</b>	25 2=child #2 (of 2)
			2273 SYSMIS/.

<b>Name</b>	P4_SoleSibling	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: only 1 sibling (of 2) remains eligible	989	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	992	<b>Mean</b>	3 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
			2323 SYSMIS/.

<b>Name</b>	P4_Date	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Interview completed date	141	February 2009
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	625 March 2009
<b>Minimum</b>		<b>Maximum</b>	215 April 2009
			61 May 2009
			2273 SYSMIS/.

<b>Name</b>	P4_RGender	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Respondent Gender	964	1=Girl/female
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	78 2=Boy/male
<b>Minimum</b>		<b>Maximum</b>	
			2273 SYSMIS/.

<b>Name</b>	P4_SC7	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Respondent birth date	40	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	40	<b>Mean</b>	3275 SYSMIS/.
<b>Minimum</b>	1960	<b>Maximum</b>	1975.58
			1986

<b>Name</b>	P4_SC9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Resp Relationship to child	922	11=Bio/adopt/step mother
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	77 12=Bio/adopt/step father
<b>Minimum</b>		<b>Maximum</b>	36 17=(great)grandparent
			7 31=Other
			2273 SYSMIS/.

<b>Name</b>	P4_SC10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Are you child's legal guardian	5	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	5	<b>Mean</b>	999 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	2311 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4_Z01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Relat of (FIRST) to (SECOND CHILD)	40	1=Twin brother or sister
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	50	<b>Mean</b>	4 3=Half brother or sister
<b>Minimum</b>		<b>Maximum</b>	4 7=Brother or sister
			2 8=Other relationship
			992 -1/.N=Not Applicable
			2273 SYSMIS/.
<b>Name</b>	P4_Z02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Kids are identical/ fraternal twins	4	1=Identical
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	40	<b>Mean</b>	36 2=Fraternat
<b>Minimum</b>		<b>Maximum</b>	1002 -1/.N=Not Applic
			2273 SYSMIS/.
<b>Name</b>	P4_Z03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Children have the same bio mother	2	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	4	<b>Mean</b>	2 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1034 -1/.N=Not Applic
			2277 SYSMIS/.
<b>Name</b>	P4_Z04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Children have the same bio father	6	1=Yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	6	<b>Mean</b>	1034 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	2275 SYSMIS/.
<b>Name</b>	P4AA01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child went to HS til end of last pgm yr/stop before	1026	1=kept going to end of program year
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	15 2=stopped going before end of program year
<b>Minimum</b>		<b>Maximum</b>	1 3=Other
			2273 SYSMIS/.
<b>Name</b>	P4AA02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Date Child stopped going to HS prog	9	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	9	<b>Mean</b>	1026 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
			5 -9/.M=Missing
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4AA03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Why Child stopped going to HS prog	3	1=family moved
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	11	<b>Mean</b>	2 5=lack of transportation
<b>Minimum</b>		<b>Maximum</b>	1 7=child did not want to go
			1 8=parent decision not to send child or to send child elsewhere
			4 10=other
			1026 -1/.N=Not Applicable
			5 -9/.M=Missing
			2273 SYSMIS/.

<b>Name</b>	P4AA04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Enrolled in other child care/prgm (excl summer pgm)	16	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	16	<b>Mean</b>	1026 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.

<b>Name</b>	P4BB01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child is currently attending or enrolled in school	1040	1=yes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	2 2=home schooled
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.

<b>Name</b>	P4BB02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Grade or year Child is attending	1037	4=kindergarten
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1040	<b>Mean</b>	3 5=pre-first grade (after K)
<b>Minimum</b>		<b>Maximum</b>	2 -1/.N=Not Applicable
			2273 SYSMIS/.

<b>Name</b>	P4BB03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Grade Child would be in at school w/ regular grades	2	4=kindergarten
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	1040 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.

<b>Name</b>	P4B01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Number of adults living in household	1040	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1040	<b>Mean</b>	1.96
<b>Minimum</b>	1	<b>Maximum</b>	7
			2 -7/.R=Refused
			2273 SYSMIS/.

<b>Name</b>	P4B02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Number of children living in house	1040	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1040	<b>Mean</b>	2.72
<b>Minimum</b>	1	<b>Maximum</b>	10
			2 -7/.R=Refused
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4B03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Are preloaded HH members correct?	432	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	6 .5=No (but Yes in Blaise)
<b>Minimum</b>		<b>Maximum</b>	604 1=Yes
			2273 SYSMIS/.
<b>Name</b>	P4B04_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 1 age	1042	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	3.11
<b>Minimum</b>	2	<b>Maximum</b>	5
<b>Name</b>	P4B05_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 1 relationship to child	30	9=Sister/half/stepmother
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	23 10=Brother/half/stepbrother
<b>Minimum</b>		<b>Maximum</b>	1 12=Other relative or in-law (male)
			988 19=Focus child
			2273 SYSMIS/.
<b>Name</b>	P4B06_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 1 attended Head Start	1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			2273 SYSMIS/.
<b>Name</b>	P4B07_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Currently in Head Start, person #01	1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			2273 SYSMIS/.
<b>Name</b>	P4B08_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Early Head Start, person #01	1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			2273 SYSMIS/.
<b>Name</b>	P4BHH_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 1 status in HH	1042	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			2273 SYSMIS/.
<b>Name</b>	P4BSI_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 1 still in HH	1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4BDL_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 1 date left HH	1042	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4B04_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 2 age	1042	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	28.35
<b>Minimum</b>	2	<b>Maximum</b>	70
<b>Name</b>	P4B05_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 2 relationship to child	865	1=Bio/adoptive mother
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	2
<b>Minimum</b>		<b>Maximum</b>	
			3=Stepmother
			24
			5=Grandmother
			1
			6=Grandfather
			4
			7=Great grandmother
			9
			9=Sister/half/sstepsister
			14
			10=Brother/half/stepbrother
			4
			11=Other relative or in-law (female)
			1
			12=Other relative or in-law (male)
			2
			13=Foster parent (female)
			2
			15=Other non-relative (female)
			41
			19=Focus child
			2273
			SYSMIS/.
<b>Name</b>	P4B06_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 2 attended Head Start	1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4B07_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Currently in Head Start, person #02	1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4B08_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Early Head Start, person #02	1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4BHH_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 2 status in HH	1028	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	14 2=Left
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.
<b>Name</b>	P4BSI_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 2 still in HH	14	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	438	<b>Mean</b>	424 1=Yes
<b>Minimum</b>		<b>Maximum</b>	604 -1/.N=Not Applic 2273 SYSMIS/.
<b>Name</b>	P4BDL_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 2 date left HH	12	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	12	<b>Mean</b>	1028 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know 2273 SYSMIS/.
<b>Name</b>	P4B04_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 3 age	1000	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1000	<b>Mean</b>	24.44
<b>Minimum</b>	0	<b>Maximum</b>	86
			37 -1/.N=Not Applicable 5 -9/.M=Missing 2273 SYSMIS/.
<b>Name</b>	P4B05_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 3 relationship to child	101	1=Bio/adoptive mother
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1004	<b>Mean</b>	354 2=Bio/adoptive father
<b>Minimum</b>		<b>Maximum</b>	24 4=Stepfather
			48 5=Grandmother
			26 6=Grandfather
			7 7=Great grandmother
			2 8=Great grandfather
			171 9=Sister/half/siblingsister
			192 10=Brother/half/stepbrother
			20 11=Other relative or in-law (female)
			26 12=Other relative or in-law (male)
			5 15=Other non-relative (female)
			9 16=Other non-relative (male)
			15 18=Parent's partner (male)
			4 19=Focus child
			37 -1/.N=Not Applicable
			1 -9/.M=Missing
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4B06_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 3 attended Head Start	12	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	14	<b>Mean</b>	2 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1024 -1/.N=Not Applic
			3 -8/.D=Don't know
			1 -9/.M=Missing
			2273 SYSMIS/.

<b>Name</b>	P4B07_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Currently in Head Start, person #03	1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	P4B08_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Early Head Start, person #03	5	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	6	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1036 -1/.N=Not Applic
			2273 SYSMIS/.

<b>Name</b>	P4BHH_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 3 status in HH	895	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1005	<b>Mean</b>	20 1=Joined
<b>Minimum</b>		<b>Maximum</b>	90 2=Left
			37 -1/.N=Not Applicable
			2273 SYSMIS/.

<b>Name</b>	P4BSI_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 3 still in HH	90	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	418	<b>Mean</b>	328 1=Yes
<b>Minimum</b>		<b>Maximum</b>	624 -1/.N=Not Applic
			2273 SYSMIS/.

<b>Name</b>	P4BDL_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 3 date left HH	82	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	82	<b>Mean</b>	952 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			6 -8/.D=Don't know
			1 -9/.M=Missing
			2273 SYSMIS/.

<b>Name</b>	P4B04_04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 4 age	864	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	864	<b>Mean</b>	13.94
<b>Minimum</b>	0	<b>Maximum</b>	78
			171 -1/.N=Not Applicable
			1 -8/.D=Don't know
			6 -9/.M=Missing
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P4B05_04	Frequency	Code and Description
<b>Label</b>	P4: Household member 4 relationship to child	17	1=Bio/adoptive mother
<b>Format</b>	Num	55	2=Bio/adoptive father
<b>Valid N</b>	871	2	3=Stepmother
<b>Minimum</b>		14	4=Stepfather
		44	5=Grandmother
		21	6=Grandfather
		1	7=Great grandmother
		2	8=Great grandfather
		302	9=Sister/half/sister
		331	10=Brother/half/stepbrother
		28	11=Other relative or in-law (female)
		29	12=Other relative or in-law (male)
		3	15=Other non-relative (female)
		13	16=Other non-relative (male)
		5	18=Parent's partner (male)
		4	19=Focus child
		171	-1/.N=Not Applicable
		2273	SYSMIS/.

Name	P4B06_04	Frequency	Code and Description
<b>Label</b>	P4: Household member 4 attended Head Start	47	0=No
<b>Format</b>	Num	13	1=Yes
<b>Valid N</b>	60	981	-1/.N=Not Applic
<b>Minimum</b>		1	-8/.D=Don't know
		2273	SYSMIS/.

Name	P4B07_04	Frequency	Code and Description
<b>Label</b>	P4: Currently in Head Start, person #04	1042	-1/.N=Not Applic
<b>Format</b>	Num	2273	SYSMIS/.
<b>Valid N</b>	0		
<b>Minimum</b>			

Name	P4B08_04	Frequency	Code and Description
<b>Label</b>	P4: Early Head Start, person #04	29	0=No
<b>Format</b>	Num	2	1=Yes
<b>Valid N</b>	31	1011	-1/.N=Not Applic
<b>Minimum</b>		2273	SYSMIS/.

Name	P4BHH_04	Frequency	Code and Description
<b>Label</b>	P4: Household member 4 status in HH	739	0=Stayed
<b>Format</b>	Num	67	1=Joined
<b>Valid N</b>	871	65	2=Left
<b>Minimum</b>		171	-1/.N=Not Applicable
		2273	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4BSI_04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 4 still in HH	65	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	343	<b>Mean</b>	278 1=Yes
<b>Minimum</b>		<b>Maximum</b>	699 -1/.N=Not Applic
			2273 SYSMIS/.
<b>Name</b>	P4BDL_04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 4 date left HH	61	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	61	<b>Mean</b>	977 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	3 -8/.D=Don't know
			1 -9/.M=Missing
			2273 SYSMIS/.
<b>Name</b>	P4B04_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 5 age	583	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	583	<b>Mean</b>	14.92
<b>Minimum</b>	0	<b>Maximum</b>	78
			453 -1/.N=Not Applicable
			2 -8/.D=Don't know
			4 -9/.M=Missing
			2273 SYSMIS/.
<b>Name</b>	P4B05_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 5 relationship to child	4	1=Bio/adoptive mother
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	589	<b>Mean</b>	42 2=Bio/adoptive father
<b>Minimum</b>		<b>Maximum</b>	1 3=Stepmother
			4 4=Stepfather
			31 5=Grandmother
			22 6=Grandfather
			1 7=Great grandmother
			178 9=Sister/half/stepsister
			203 10=Brother/half/stepbrother
			40 11=Other relative or in-law (female)
			37 12=Other relative or in-law (male)
			1 13=Foster parent (female)
			7 15=Other non-relative (female)
			8 16=Other non-relative (male)
			1 17=Parent's partner (female)
			5 18=Parent's partner (male)
			4 19=Focus child
			453 -1/.N=Not Applicable
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4B06_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 5 attended Head Start	72	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	83	<b>Mean</b>	11 1=Yes
<b>Minimum</b>		<b>Maximum</b>	955 -1/.N=Not Applic
			1 -8/.D=Don't know
			3 -9/.M=Missing
			2273 SYSMIS/.

<b>Name</b>	P4B07_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Currently in Head Start, person #05	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3	<b>Mean</b>	2 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1039 -1/.N=Not Applic
			2273 SYSMIS/.

<b>Name</b>	P4B08_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Early Head Start, person #05	48	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	49	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	993 -1/.N=Not Applic
			2273 SYSMIS/.

<b>Name</b>	P4BHH_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 5 status in HH	430	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	589	<b>Mean</b>	99 1=Joined
<b>Minimum</b>		<b>Maximum</b>	60 2=Left
			453 -1/.N=Not Applicable
			2273 SYSMIS/.

<b>Name</b>	P4BSI_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 5 still in HH	60	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	232	<b>Mean</b>	172 1=Yes
<b>Minimum</b>		<b>Maximum</b>	810 -1/.N=Not Applic
			2273 SYSMIS/.

<b>Name</b>	P4BDL_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 5 date left HH	53	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	53	<b>Mean</b>	982 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused
			4 -8/.D=Don't know
			1 -9/.M=Missing
			2273 SYSMIS/.

<b>Name</b>	P4B04_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 6 age	327	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	327	<b>Mean</b>	17.06
<b>Minimum</b>	0	<b>Maximum</b>	77
			715 -1/.N=Not Applicable
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P4B05_06	Frequency	Code and Description
<b>Label</b>	P4: Household member 6 relationship to child	9	1=Bio/adoptive mother
<b>Format</b>	Num	19	2=Bio/adoptive father
<b>Valid N</b>	327	7	4=Stepfather
<b>Minimum</b>		19	5=Grandmother
		9	6=Grandfather
		83	9=Sister/half/sister
		82	10=Brother/half/stepbrother
		41	11=Other relative or in-law (female)
		39	12=Other relative or in-law (male)
		1	14=Foster parent (male)
		5	15=Other non-relative (female)
		4	16=Other non-relative (male)
		7	18=Parent's partner (male)
		2	19=Focus child
		715	-1/.N=Not Applicable
		2273	SYSMIS/.

Name	P4B06_06	Frequency	Code and Description
<b>Label</b>	P4: Household member 6 attended Head Start	60	0=No
<b>Format</b>	Num	13	1=Yes
<b>Valid N</b>	73	966	-1/.N=Not Applicable
<b>Minimum</b>		3	-8/.D=Don't know
		2273	SYSMIS/.

Name	P4B07_06	Frequency	Code and Description
<b>Label</b>	P4: Currently in Head Start, person #06	1042	-1/.N=Not Applicable
<b>Format</b>	Num	2273	SYSMIS/.
<b>Valid N</b>	0		
<b>Minimum</b>			

Name	P4B08_06	Frequency	Code and Description
<b>Label</b>	P4: Early Head Start, person #06	29	0=No
<b>Format</b>	Num	1012	-1/.N=Not Applicable
<b>Valid N</b>	29	1	-8/.D=Don't know
<b>Minimum</b>		2273	SYSMIS/.

Name	P4BHH_06	Frequency	Code and Description
<b>Label</b>	P4: Household member 6 status in HH	194	0=Stayed
<b>Format</b>	Num	91	1=Joined
<b>Valid N</b>	327	42	2=Left
<b>Minimum</b>		715	-1/.N=Not Applicable
		2273	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4BSI_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 6 still in HH	42	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	125	<b>Mean</b>	83 1=Yes
<b>Minimum</b>		<b>Maximum</b>	917 -1/.N=Not Applic
			2273 SYSMIS/.
<b>Name</b>	P4BDL_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 6 date left HH	37	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	37	<b>Mean</b>	1000 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know
			1 -9/.M=Missing
			2273 SYSMIS/.
<b>Name</b>	P4B04_07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 7 age	162	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	162	<b>Mean</b>	14.00
<b>Minimum</b>	0	<b>Maximum</b>	62
<b>Name</b>	P4B05_07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 7 relationship to child	9	2=Bio/adoptive father
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	162	<b>Mean</b>	2 4=Stepfather
<b>Minimum</b>		<b>Maximum</b>	4 5=Grandmother
			3 6=Grandfather
			34 9=Sister/half/sister
			42 10=Brother/half/stepbrother
			23 11=Other relative or in-law (female)
			32 12=Other relative or in-law (male)
			4 15=Other non-relative (female)
			9 16=Other non-relative (male)
			880 -1/.N=Not Applicable
			2273 SYSMIS/.
<b>Name</b>	P4B06_07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 7 attended Head Start	46	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	54	<b>Mean</b>	8 1=Yes
<b>Minimum</b>		<b>Maximum</b>	982 -1/.N=Not Applic
			5 -8/.D=Don't know
			1 -9/.M=Missing
			2273 SYSMIS/.
<b>Name</b>	P4B07_07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Currently in Head Start, person #07	1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4B08_07			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Early Head Start, person #07			26	0=No
<b>Format</b>	Num	<b>Type</b>	Source	1	1=Yes
<b>Valid N</b>	27	<b>Mean</b>		1014	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-8/.D=Don't know
				2273	SYSMIS/.
<b>Name</b>	P4BHH_07			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 7 status in HH			82	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source	64	1=Joined
<b>Valid N</b>	162	<b>Mean</b>		16	2=Left
<b>Minimum</b>		<b>Maximum</b>		880	-1/.N=Not Applicable
				2273	SYSMIS/.
<b>Name</b>	P4BSI_07			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 7 still in HH			16	0=No
<b>Format</b>	Num	<b>Type</b>	Source	43	1=Yes
<b>Valid N</b>	59	<b>Mean</b>		983	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		2273	SYSMIS/.
<b>Name</b>	P4BDL_07			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 7 date left HH			15	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1026	-1/.N=Not Applicable
<b>Valid N</b>	15	<b>Mean</b>		1	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		2273	SYSMIS/.
<b>Name</b>	P4B04_08			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 8 age			72	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	969	-1/.N=Not Applicable
<b>Valid N</b>	72	<b>Mean</b>	14.78	1	-9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	61	2273	SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P4B05_08	Frequency	Code and Description
<b>Label</b>	P4: Household member 8 relationship to child	1	1=Bio/adoptive mother
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	73	<b>Mean</b>	1 2=Bio/adoptive father
<b>Minimum</b>		<b>Maximum</b>	2 4=Stepfather
			3 5=Grandmother
			2 6=Grandfather
			20 9=Sister/half/sister
			12 10=Brother/half/stepbrother
			9 11=Other relative or in-law (female)
			14 12=Other relative or in-law (male)
			5 15=Other non-relative (female)
			2 16=Other non-relative (male)
			1 17=Parent's partner (female)
			1 18=Parent's partner (male)
			969 -1/.N=Not Applicable
			2273 SYSMIS/.

Name	P4B06_08	Frequency	Code and Description
<b>Label</b>	P4: Household member 8 attended Head Start	19	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	26	<b>Mean</b>	7 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1011 -1/.N=Not Applic
			5 -8/.D=Don't know
			2273 SYSMIS/.

Name	P4B07_08	Frequency	Code and Description
<b>Label</b>	P4: Currently in Head Start, person #08	1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

Name	P4B08_08	Frequency	Code and Description
<b>Label</b>	P4: Early Head Start, person #08	14	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	14	<b>Mean</b>	1025 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	3 -8/.D=Don't know
			2273 SYSMIS/.

Name	P4BHH_08	Frequency	Code and Description
<b>Label</b>	P4: Household member 8 status in HH	30	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	73	<b>Mean</b>	33 1=Joined
<b>Minimum</b>		<b>Maximum</b>	10 2=Left
			969 -1/.N=Not Applicable
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4BSI_08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 8 still in HH	10	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	27	<b>Mean</b>	17 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			2273 SYSMIS/.
<b>Name</b>	P4BDL_08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 8 date left HH	10	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	10	<b>Mean</b>	1032 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.
<b>Name</b>	P4B04_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 9 age	43	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	43	<b>Mean</b>	9.56
<b>Minimum</b>	0	<b>Maximum</b>	55
			998 -1/.N=Not Applicable
			1 -9/.M=Missing
			2273 SYSMIS/.
<b>Name</b>	P4B05_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 9 relationship to child	3	2=Bio/adoptive father
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	44	<b>Mean</b>	2 5=Grandmother
<b>Minimum</b>		<b>Maximum</b>	9 9=Sister/half/sstepsister
			9 10=Brother/half/stepbrother
			4 11=Other relative or in-law (female)
			9 12=Other relative or in-law (male)
			2 15=Other non-relative (female)
			6 16=Other non-relative (male)
			998 -1/.N=Not Applicable
			2273 SYSMIS/.
<b>Name</b>	P4B06_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 9 attended Head Start	16	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	19	<b>Mean</b>	3 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1021 -1/.N=Not Applic
			2 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4B07_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Currently in Head Start, person #09	2	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	1040 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4B08_09			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Early Head Start, person #09			15	0=No
<b>Format</b>	Num	<b>Type</b>	Source	1	1=Yes
<b>Valid N</b>	16	<b>Mean</b>		1024	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		2	-8/.D=Don't know
				2273	SYSMIS/.
<hr/>					
<b>Name</b>	P4BHH_09			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 9 status in HH			18	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source	23	1=Joined
<b>Valid N</b>	44	<b>Mean</b>		3	2=Left
<b>Minimum</b>		<b>Maximum</b>		998	-1/.N=Not Applicable
				2273	SYSMIS/.
<hr/>					
<b>Name</b>	P4BSI_09			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 9 still in HH			3	0=No
<b>Format</b>	Num	<b>Type</b>	Source	13	1=Yes
<b>Valid N</b>	16	<b>Mean</b>		1026	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		2273	SYSMIS/.
<hr/>					
<b>Name</b>	P4BDL_09			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 9 date left HH			3	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1039	-1/.N=Not Applicable
<b>Valid N</b>	3	<b>Mean</b>		2273	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			
<hr/>					
<b>Name</b>	P4B04_10			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 10 age			14	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1028	-1/.N=Not Applicable
<b>Valid N</b>	14	<b>Mean</b>	11.21	2273	SYSMIS/.
<b>Minimum</b>	0	<b>Maximum</b>	50		
<hr/>					
<b>Name</b>	P4B05_10			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 10 relationship to child			1	2=Bio/adoptive father
<b>Format</b>	Num	<b>Type</b>	Source	1	6=Grandfather
<b>Valid N</b>	14	<b>Mean</b>		4	9=Sister/half/sstepsister
<b>Minimum</b>		<b>Maximum</b>		2	10=Brother/half/stepbrother
				2	11=Other relative or in-law (female)
				3	12=Other relative or in-law (male)
				1	15=Other non-relative (female)
				1028	-1/.N=Not Applicable
				2273	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4B06_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 10 attended Head Start	8	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	8	<b>Mean</b>	1033 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4B07_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Currently in Head Start, person #10	1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	P4B08_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Early Head Start, person #10	7	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	7	<b>Mean</b>	1035 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.

<b>Name</b>	P4BHH_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 10 status in HH	3	0=Stayed
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	14	<b>Mean</b>	10 1=Joined
<b>Minimum</b>		<b>Maximum</b>	1 2=Left
			1028 -1/.N=Not Applicable
			2273 SYSMIS/.

<b>Name</b>	P4BSI_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 10 still in HH	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3	<b>Mean</b>	2 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1039 -1/.N=Not Applic
			2273 SYSMIS/.

<b>Name</b>	P4BDL_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 10 date left HH	1	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	1041 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.

<b>Name</b>	P4B04_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 11 age	5	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	5	<b>Mean</b>	1037 -1/.N=Not Applicable
<b>Minimum</b>	15	<b>Maximum</b>	2273 SYSMIS/.
			31.00
			51

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4B05_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 11 relationship to child	1	2=Bio/adoptive father
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	5	<b>Mean</b>	1 5=Grandmother
<b>Minimum</b>		<b>Maximum</b>	1 12=Other relative or in-law (male)
			1 15=Other non-relative (female)
			1 16=Other non-relative (male)
			1037 -1/.N=Not Applicable
			2273 SYSMIS/.

<b>Name</b>	P4B06_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 11 attended Head Start	2	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1039 -1/.N=Not Applic
			2273 SYSMIS/.

<b>Name</b>	P4B07_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Currently in Head Start, person #11	1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	P4B08_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Early Head Start, person #11	1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	P4BHH_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 11 status in HH	5	1=Joined
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	5	<b>Mean</b>	1037 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.

<b>Name</b>	P4BSI_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 11 still in HH	1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	P4BDL_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 11 date left HH	1042	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4B04_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 12 age	1	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	2.00
<b>Minimum</b>	2	<b>Maximum</b>	2
<b>Name</b>	P4B05_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 12 relationship to child	1	9=Sister/half/stepsister
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4B06_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 12 attended Head Start	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4B07_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Currently in Head Start, person #12	1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4B08_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Early Head Start, person #12	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4BHH_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 12 status in HH	1	1=Joined
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4BSI_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 12 still in HH	1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4BDL_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 12 date left HH	1042	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4B04_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 13 age	1	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	0.00
<b>Minimum</b>	0	<b>Maximum</b>	0
<b>Name</b>	P4B05_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 13 relationship to child	1	12=Other relative or in-law (male)
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4B06_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 13 attended Head Start	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4B07_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Currently in Head Start, person #13	1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4B08_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Early Head Start, person #13	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4BHH_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 13 status in HH	1	1=Joined
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4BSI_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 13 still in HH	1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4BDL_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 13 date left HH	1042	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4B04_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 14 age	1042	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4B05_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 14 relationship to child	1042	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4B06_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 14 attended Head Start	1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4B07_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Currently in Head Start, person #14	1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4B08_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Early Head Start, person #14	1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4BHH_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 14 status in HH	1042	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4BSI_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 14 still in HH	1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4BDL_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 14 date left HH	1042	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4B04_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 15 age	1042	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	P4B05_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 15 relationship to child	1042	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	P4B06_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 15 attended Head Start	1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	P4B07_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Currently in Head Start, person #15	1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	P4B08_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Early Head Start, person #15	1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	P4BHH_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 15 status in HH	1042	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	P4BSI_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 15 still in HH	1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

<b>Name</b>	P4BDL_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Household member 15 date left HH	1042	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4B09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: R marital status w/ other parent in HH	398	1=married
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	539	<b>Mean</b>	4 2=divorced
<b>Minimum</b>		<b>Maximum</b>	5 3=separated
			132 4=not married
			494 -1/.N=Not Applic
			2 -7/.R=Refused
			7 -9/.M=Missing
			2273 SYSMIS/.
<b>Name</b>	P4B10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: R relationship status w/ oth parent in HH	122	1=we are romantically involved on a steady basis
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	138	<b>Mean</b>	6 2=involved in an on-again/off-again relationship
<b>Minimum</b>		<b>Maximum</b>	6 3=we are just friends
			4 4=we are not in any kind of relationship
			892 -1/.N=Not Applicable
			5 -7/.R=Refused
			7 -9/.M=Missing
			2273 SYSMIS/.
<b>Name</b>	P4CC01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child goes to a full-day or part-day kindergarten	948	1=full day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1041	<b>Mean</b>	93 2=part day
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4CC02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: # of hours each day Child spends in kindergarten	1041	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1041	<b>Mean</b>	6.52
<b>Minimum</b>	1	<b>Maximum</b>	14
			1 -9/.M=Missing
			2273 SYSMIS/.
<b>Name</b>	P4CC03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: # of days each week Child spends in kindergarten	1040	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1040	<b>Mean</b>	4.98
<b>Minimum</b>	1	<b>Maximum</b>	7
			2 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4CC04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: # of days child absent from kindergarten	1039	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1039	<b>Mean</b>	3.82
<b>Minimum</b>	0	<b>Maximum</b>	50
			3 -8/.D=Don't know
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4CC04a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Estimate of kindergarten absences - ranges	2	2=15 or less
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	1039 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4CC04b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Estimate absences - ranges <= 15 days	1	1=1 to 5
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	1039 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			1 -9/.M=Missing
			2273 SYSMIS/.
<b>Name</b>	P4CC04c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Estimate absences - ranges >= 16 days	1041	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	1 -9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.
<b>Name</b>	P4CC05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Most frequent reason for kindergarten absence	799	1=illness of child
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	886	<b>Mean</b>	14 2=illness of family member
<b>Minimum</b>		<b>Maximum</b>	3 3=conflict with parent s work or school schedule
			9 4=lack of transportation
			11 5=bad weather
			1 6=child did not want to go
			6 7=parent decision not to send child or to send child elsewhere
			43 8=other
			154 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1 -9/.M=Missing
			2273 SYSMIS/.
<b>Name</b>	P4CC06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child goes to public or private school	1001	1=public
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1040	<b>Mean</b>	37 2=private
<b>Minimum</b>		<b>Maximum</b>	2 3=home schooled
			2 -8/.D=Don't know
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4CC07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Is the school faith-based?	14	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	30	<b>Mean</b>	16 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -1/.N=Not Applic
			10 -8/.D=Don't know
			1000 -9/.M=Missing
			2273 SYSMIS/.

<b>Name</b>	P4CC08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: What faith is the school connected with?	10	1=Catholic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	14	<b>Mean</b>	3 3=Christian
<b>Minimum</b>		<b>Maximum</b>	1 7=Non-denominational
			16 -1/.N=Not Applic
			12 -8/.D=Don't know
			1000 -9/.M=Missing
			2273 SYSMIS/.

<b>Name</b>	P4CC09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Approximate # students in Child's class	1008	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1008	<b>Mean</b>	19.59
<b>Minimum</b>	1	<b>Maximum</b>	40
			2 -1/.N=Not Applicable
			32 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4CC10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: # teachers in Child's class	1035	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1035	<b>Mean</b>	1.62
<b>Minimum</b>	1	<b>Maximum</b>	5
			2 -1/.N=Not Applicable
			5 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4CC11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child in same school since beginning of school year	53	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1040	<b>Mean</b>	987 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -1/.N=Not Applic
			2273 SYSMIS/.

<b>Name</b>	P4CC12a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Schl tells parents (btw report cards)how Child doing	879	1=does it very well
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1039	<b>Mean</b>	144 2=just okay
<b>Minimum</b>		<b>Maximum</b>	16 3=doesn't do it at all
			2 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P4CC12b		Frequency	Code and Description
<b>Label</b>	P4: Schl helps parents understand children's age		758	1=does it very well
<b>Format</b>	Num	<b>Type</b>	224	2=just okay
<b>Valid N</b>	1037	<b>Mean</b>	55	3=doesn't do it at all
<b>Minimum</b>		<b>Maximum</b>	2	-1/.N=Not Applicable
			3	-8/.D=Don't know
			2273	SYSMIS/.

Name	P4CC12c		Frequency	Code and Description
<b>Label</b>	P4: Schl makes parents aware of chances to volunteer		806	1=does it very well
<b>Format</b>	Num	<b>Type</b>	155	2=just okay
<b>Valid N</b>	1036	<b>Mean</b>	75	3=doesn't do it at all
<b>Minimum</b>		<b>Maximum</b>	2	-1/.N=Not Applicable
			4	-8/.D=Don't know
			2273	SYSMIS/.

Name	P4CC12d		Frequency	Code and Description
<b>Label</b>	P4: Schl provides info on helping Child learn at home		810	1=does it very well
<b>Format</b>	Num	<b>Type</b>	186	2=just okay
<b>Valid N</b>	1038	<b>Mean</b>	42	3=doesn't do it at all
<b>Minimum</b>		<b>Maximum</b>	2	-1/.N=Not Applicable
			2	-8/.D=Don't know
			2273	SYSMIS/.

Name	P4CC12e		Frequency	Code and Description
<b>Label</b>	P4: Schl provides info on community svcs for Child/family		606	1=does it very well
<b>Format</b>	Num	<b>Type</b>	271	2=just okay
<b>Valid N</b>	1032	<b>Mean</b>	155	3=doesn't do it at all
<b>Minimum</b>		<b>Maximum</b>	2	-1/.N=Not Applicable
			8	-8/.D=Don't know
			2273	SYSMIS/.

Name	P4CC12f		Frequency	Code and Description
<b>Label</b>	P4: Schl understands needs families who don't speak Engl		564	1=does it very well
<b>Format</b>	Num	<b>Type</b>	187	2=just okay
<b>Valid N</b>	851	<b>Mean</b>	100	3=doesn't do it at all
<b>Minimum</b>		<b>Maximum</b>	2	-1/.N=Not Applicable
			2	-7/.R=Refused
			187	-8/.D=Don't know
			2273	SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P4D01	Frequency	Code and Description
<b>Label</b>	P4: Freq. child read to in past week	13	1=not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1041	<b>Mean</b>	201 2=once or twice
<b>Minimum</b>		<b>Maximum</b>	401 3=3+ times, but not daily
			426 4=every day
			1 -8/.D=Don't know
			2273 SYSMIS/.

Name	P4D02	Frequency	Code and Description
<b>Label</b>	P4: No of minutes/day child is read to	1039	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1039	<b>Mean</b>	21.77
<b>Minimum</b>	0	<b>Maximum</b>	120
			3 -8/.D=Don't know
			2273 SYSMIS/.

Name	P4D03a	Frequency	Code and Description
<b>Label</b>	P4: Told [him/her] a story	150	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1040	<b>Mean</b>	890 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
			2 -8/.D=Don't know
			2273 SYSMIS/.

Name	P4D03b	Frequency	Code and Description
<b>Label</b>	P4: Taught child letters, words, numb	41	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1041	<b>Mean</b>	1000 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
			1 -8/.D=Don't know
			2273 SYSMIS/.

Name	P4D03c	Frequency	Code and Description
<b>Label</b>	P4: Taught child songs or music	216	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1041	<b>Mean</b>	825 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
			1 -8/.D=Don't know
			2273 SYSMIS/.

Name	P4D03d	Frequency	Code and Description
<b>Label</b>	P4: Worked on arts/crafts with child	290	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1039	<b>Mean</b>	749 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
			3 -8/.D=Don't know
			2273 SYSMIS/.

Name	P4D03e	Frequency	Code and Description
<b>Label</b>	P4: Played with toys/games indoors	28	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	1014 1=Yes
<b>Minimum</b>		<b>Maximum</b>	
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4D03f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Played game, sport, exercise			107	0=No
<b>Format</b>	Num	<b>Type</b>	Source	935	1=Yes
<b>Valid N</b>	1042	<b>Mean</b>		2273	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	P4D03g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Took child on errands			50	0=No
<b>Format</b>	Num	<b>Type</b>	Source	992	1=Yes
<b>Valid N</b>	1042	<b>Mean</b>		2273	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	P4D03h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Involved child in household chores			69	0=No
<b>Format</b>	Num	<b>Type</b>	Source	973	1=Yes
<b>Valid N</b>	1042	<b>Mean</b>		2273	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	P4D03i			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Talk about what happened in HS			33	0=No
<b>Format</b>	Num	<b>Type</b>	Source	1008	1=Yes
<b>Valid N</b>	1041	<b>Mean</b>		1	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		2273	SYSMIS/.
<b>Name</b>	P4D03j			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Talked about TV programs/videos			191	0=No
<b>Format</b>	Num	<b>Type</b>	Source	851	1=Yes
<b>Valid N</b>	1042	<b>Mean</b>		2273	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	P4D03k			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Played counting games			186	0=No
<b>Format</b>	Num	<b>Type</b>	Source	856	1=Yes
<b>Valid N</b>	1042	<b>Mean</b>		2273	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	P4D04a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Visited a library w/child			569	0=No
<b>Format</b>	Num	<b>Type</b>	Source	473	1=Yes
<b>Valid N</b>	1042	<b>Mean</b>		2273	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	P4D04b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Gone to a movie w/child			561	0=No
<b>Format</b>	Num	<b>Type</b>	Source	481	1=Yes
<b>Valid N</b>	1042	<b>Mean</b>		2273	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4D04c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Gone to a play or concert w/child			788	0=No
<b>Format</b>	Num	<b>Type</b>	Source	254	1=Yes
<b>Valid N</b>	1042	<b>Mean</b>		2273	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	P4D04d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Gone to a mall w/child			229	0=No
<b>Format</b>	Num	<b>Type</b>	Source	812	1=Yes
<b>Valid N</b>	1041	<b>Mean</b>		1	-7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>		2273	SYSMIS/.
<b>Name</b>	P4D04e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Visited art gallery or museum			814	0=No
<b>Format</b>	Num	<b>Type</b>	Source	227	1=Yes
<b>Valid N</b>	1041	<b>Mean</b>		1	-7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>		2273	SYSMIS/.
<b>Name</b>	P4D04f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Visited playground or park			236	0=No
<b>Format</b>	Num	<b>Type</b>	Source	806	1=Yes
<b>Valid N</b>	1042	<b>Mean</b>		2273	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	P4D04g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Visited zoo or aquarium with child			818	0=No
<b>Format</b>	Num	<b>Type</b>	Source	224	1=Yes
<b>Valid N</b>	1042	<b>Mean</b>		2273	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	P4D04h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Talked with child about heritage			400	0=No
<b>Format</b>	Num	<b>Type</b>	Source	641	1=Yes
<b>Valid N</b>	1041	<b>Mean</b>		1	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		2273	SYSMIS/.
<b>Name</b>	P4D04i			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Attend event sponsored by community			516	0=No
<b>Format</b>	Num	<b>Type</b>	Source	525	1=Yes
<b>Valid N</b>	1041	<b>Mean</b>		1	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		2273	SYSMIS/.
<b>Name</b>	P4D04j			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Attended athletic event with child			700	0=No
<b>Format</b>	Num	<b>Type</b>	Source	340	1=Yes
<b>Valid N</b>	1040	<b>Mean</b>		2	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		2273	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4D04k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Attended church activity/school	426	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1041	<b>Mean</b>	615 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4D05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: No of childrens books in household	1039	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1039	<b>Mean</b>	47.65
<b>Minimum</b>	0	<b>Maximum</b>	300
			3 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4D06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: R frequency of reading during pst wk	49	1=not at all
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1041	<b>Mean</b>	237 2=once or twice
<b>Minimum</b>		<b>Maximum</b>	342 3=3+ times, but not daily
			413 4=every day
			1 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4FF01a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4:Mom attended general school mtg (e.g. open house,PTO)	191	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1035	<b>Mean</b>	844 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			6 -9/.M=Missing
			2273 SYSMIS/.

<b>Name</b>	P4FF01b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4:Mom went to a regularly-sched parent-teacher confrence	161	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1036	<b>Mean</b>	875 1=Yes
<b>Minimum</b>		<b>Maximum</b>	6 -9/.M=Missing
			2273 SYSMIS/.

<b>Name</b>	P4FF01c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4:Mom attended a school or class event because of Child	470	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1035	<b>Mean</b>	565 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			6 -9/.M=Missing
			2273 SYSMIS/.

<b>Name</b>	P4FF01d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4:Mom volunteered at school or served on a committee	663	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1036	<b>Mean</b>	373 1=Yes
<b>Minimum</b>		<b>Maximum</b>	6 -9/.M=Missing
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P4FF02	Frequency	Code and Description
<b>Label</b>	P4:# times mom went to mtgs / activities at Child's schl	946	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	946	<b>Mean</b>	4.96
<b>Minimum</b>	0	<b>Maximum</b>	99
		83	-1/.N=Not Applicable
		7	-8/.D=Don't know
		6	-9/.M=Missing
		2273	SYSMIS/.

Name	P4FF03a	Frequency	Code and Description
<b>Label</b>	P4:Dad attended general school mtg (e.g. open house,PTO)	562	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1030	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
		468	1=Yes
		1	-7/.R=Refused
		5	-8/.D=Don't know
		6	-9/.M=Missing
		2273	SYSMIS/.

Name	P4FF03b	Frequency	Code and Description
<b>Label</b>	P4:Dad went to a regularly-sched parent-teacher confnrce	603	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1031	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
		428	1=Yes
		2	-7/.R=Refused
		3	-8/.D=Don't know
		6	-9/.M=Missing
		2273	SYSMIS/.

Name	P4FF03c	Frequency	Code and Description
<b>Label</b>	P4:Dad attended a school or class event because of Child	709	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1031	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
		322	1=Yes
		2	-7/.R=Refused
		3	-8/.D=Don't know
		6	-9/.M=Missing
		2273	SYSMIS/.

Name	P4FF03d	Frequency	Code and Description
<b>Label</b>	P4:Dad volunteered at school or served on a committee	907	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1032	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	
		125	1=Yes
		2	-7/.R=Refused
		2	-8/.D=Don't know
		6	-9/.M=Missing
		2273	SYSMIS/.

Name	P4FF04	Frequency	Code and Description
<b>Label</b>	P4:# times dad went to mtgs / activities at Child's schl	577	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	577	<b>Mean</b>	3.10
<b>Minimum</b>	0	<b>Maximum</b>	45
		450	-1/.N=Not Applicable
		2	-7/.R=Refused
		7	-8/.D=Don't know
		6	-9/.M=Missing
		2273	SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P4FF05	Frequency	Code and Description
<b>Label</b>	P4:Child to be promoted to first grade in fall, or other	948	1=promoted to first grade
<b>Format</b>	Num	32	2=spend another year in kindergarten
<b>Valid N</b>	996	16	3=will go into a transitional class
<b>Minimum</b>		1	-7/.R=Refused
		39	-8/.D=Don't know
		6	-9/.M=Missing
		2273	SYSMIS/.

Name	P4FF06	Frequency	Code and Description
<b>Label</b>	P4:Satisfactn w/what HS did for Child/fam prep for schl	17	1=very dissatisfied
<b>Format</b>	Num	22	2=somewhat dissatisfied
<b>Valid N</b>	1032	102	3=somewhat satisfied
<b>Minimum</b>		891	4=very satisfied
		4	-8/.D=Don't know
		6	-9/.M=Missing
		2273	SYSMIS/.

Name	P4H01	Frequency	Code and Description
<b>Label</b>	P4: # dys/wk family eats dinner together	1040	valid numeric value
<b>Format</b>	Num	1	-7/.R=Refused
<b>Valid N</b>	1040	1	-8/.D=Don't know
<b>Minimum</b>	0	2273	SYSMIS/.

Name	P4H02	Frequency	Code and Description
<b>Label</b>	P4: Freq. child drank milk in past week	137	1=four or more times a day
<b>Format</b>	Num	478	2=two to three times a day
<b>Valid N</b>	1040	173	3=once a day
<b>Minimum</b>		197	4=almost every day
		40	5=1-3 times during past week
		15	6=Child does not drink milk
		2	-8/.D=Don't know
		2273	SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P4H03	Frequency	Code and Description
<b>Label</b>	P4:Kind of milk child drank in pst 7 dys	421	1=Whole milk
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1019	<b>Mean</b>	448 2=2% milk
<b>Minimum</b>		<b>Maximum</b>	26 3=Skim milk
			94 4=Low fat or 1% milk
			11 5=Soy milk
			2 6=Both regular cow's milk and soy milk
			14 7=Some other kind of milk
			3 8=Lactose free milk (Lactaid)
			15 -1/.N=Not Applicable
			8 -8/.D=Don't know
			2273 SYSMIS/.

Name	P4H04	Frequency	Code and Description
<b>Label</b>	P4: Freq. child drank sweet bev.,pst wk	44	1=four or more times a day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1039	<b>Mean</b>	116 2=two to three times a day
<b>Minimum</b>		<b>Maximum</b>	169 3=once a day
			89 4=almost every day
			398 5=1 to 3 times during the past 7 days
			223 6=Child did not drink these beverages
			1 -7/.R=Refused
			2 -8/.D=Don't know
			2273 SYSMIS/.

Name	P4H05	Frequency	Code and Description
<b>Label</b>	P4: Freq. child ate fast food, pst wk	6	1=four or more times a day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	17 2=two to three times a day
<b>Minimum</b>		<b>Maximum</b>	46 3=once a day
			20 4=almost every day
			692 5=1-3 times during past 7 days
			261 6=Child did not eat fast food
			2273 SYSMIS/.

Name	P4H06	Frequency	Code and Description
<b>Label</b>	P4: Freq. child ate sweets, past week	16	1=four or more times a day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	54 2=two to three times a day
<b>Minimum</b>		<b>Maximum</b>	248 3=once a day
			123 4=almost every day
			524 5=1-3 times during past week
			77 6=Child did not eat candy
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P4H07	Frequency	Code and Description
<b>Label</b>	P4: Freq. child ate salty snacks,pst wk	10	1=four or more times a day
<b>Format</b>	Num	51	2=two to three times a day
<b>Valid N</b>	1042	181	3=once a day
<b>Minimum</b>		85	4=almost every day
		572	5=1 to 3 times during the past 7 days
		143	6=Child did not eat salty snack foods
		2273	SYSMIS/.

Name	P4H08hr	Frequency	Code and Description
<b>Label</b>	P4: What time [child] goes to bed (hr)	1042	valid numeric value
<b>Format</b>	Num	2273	SYSMIS/.
<b>Valid N</b>	1042		
<b>Minimum</b>	7		
		8.42	
		11	

Name	P4H08min	Frequency	Code and Description
<b>Label</b>	P4: What time [child] goes to bed (min)	1042	valid numeric value
<b>Format</b>	Num	2273	SYSMIS/.
<b>Valid N</b>	1042		
<b>Minimum</b>	0		
		11.27	
		45	

Name	P4H08	Frequency	Code and Description
<b>Label</b>	P4: Child's regular bedtime	1042	valid numeric value
<b>Format</b>	Num	2273	SYSMIS/.
<b>Valid N</b>	1042		
<b>Minimum</b>	68400		
		74171.98	
		82800	

Name	P4H09	Frequency	Code and Description
<b>Label</b>	P4: Time child in bed on sched in pst wk	1036	valid numeric value
<b>Format</b>	Num	6	-8/.D=Don't know
<b>Valid N</b>	1036	2273	SYSMIS/.
<b>Minimum</b>	0		
		4.57	
		5	

Name	P4H10hr	Frequency	Code and Description
<b>Label</b>	P4: Time child wakes up on weekdays (hr)	1042	valid numeric value
<b>Format</b>	Num	2273	SYSMIS/.
<b>Valid N</b>	1042		
<b>Minimum</b>	4		
		6.59	
		11	

Name	P4H10min	Frequency	Code and Description
<b>Label</b>	P4: Time child wakes up on weekdays(min)	1042	valid numeric value
<b>Format</b>	Num	2273	SYSMIS/.
<b>Valid N</b>	1042		
<b>Minimum</b>	0		
		15.51	
		55	

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4H10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Time child wakes up on weekdays	1042	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	24651.88
<b>Minimum</b>	14400	<b>Maximum</b>	39600
<b>Name</b>	P4H11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: # times child wakes up in a night	1038	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1038	<b>Mean</b>	0.19
<b>Minimum</b>	0	<b>Maximum</b>	7
			1 -7/.R=Refused 3 -8/.D=Don't know 2273 SYSMIS/.
<b>Name</b>	P4H12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Spanked child in past week	853	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1040	<b>Mean</b>	187
<b>Minimum</b>		<b>Maximum</b>	1=Yes
			1 -7/.R=Refused 1 -8/.D=Don't know 2273 SYSMIS/.
<b>Name</b>	P4H13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Number times spanked child	186	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	186	<b>Mean</b>	853
<b>Minimum</b>	1	<b>Maximum</b>	14
			-1/.N=Not Applicable 1 -7/.R=Refused 2 -8/.D=Don't know 2273 SYSMIS/.
<b>Name</b>	P4H14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Have used "time out"	408	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1041	<b>Mean</b>	633
<b>Minimum</b>		<b>Maximum</b>	1=Yes
			1 -8/.D=Don't know 2273 SYSMIS/.
<b>Name</b>	P4H15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Number times used "time out"	633	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	633	<b>Mean</b>	408
<b>Minimum</b>	1	<b>Maximum</b>	30
			-1/.N=Not Applicable 1 -8/.D=Don't know 2273 SYSMIS/.
<b>Name</b>	P4J01_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Mom is deceased	46	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	48	<b>Mean</b>	2
<b>Minimum</b>		<b>Maximum</b>	11=Deceased
			989 -1/.N=Not Applicable 1 -7/.R=Refused 4 -9/.M=Missing 2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4J01_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Mom did not have \$ to raise child	47	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	48	<b>Mean</b>	989 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 4 -9/.M=Missing 2273 SYSMIS/.

<b>Name</b>	P4J01_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Mom too sick to take care of child	48	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	48	<b>Mean</b>	989 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 4 -9/.M=Missing 2273 SYSMIS/.

<b>Name</b>	P4J01_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Mom had drinking problem	48	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	48	<b>Mean</b>	989 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 4 -9/.M=Missing 2273 SYSMIS/.

<b>Name</b>	P4J01_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Mom had drug problem	41	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	48	<b>Mean</b>	7 15=Drug problem and could not take care of Child 989 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 4 -9/.M=Missing 2273 SYSMIS/.

<b>Name</b>	P4J01_16	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Mom had mental/ emotional problem	47	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	48	<b>Mean</b>	1 16=Mental/emotional problem, could not take care of Child 989 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 4 -9/.M=Missing 2273 SYSMIS/.

<b>Name</b>	P4J01_17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Mom in trouble w/ the law, in jail	45	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	48	<b>Mean</b>	3 17=In trouble with the law or had to go to jail 989 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused 4 -9/.M=Missing 2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4J01_18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child abused/ neglected with Mom	45	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	48	<b>Mean</b>	3 18=Child was neglected/abused while living with mother
<b>Minimum</b>		<b>Maximum</b>	989 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -9/.M=Missing
			2273 SYSMIS/.

<b>Name</b>	P4J01_19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child Welfare Office said couldn't	47	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	48	<b>Mean</b>	1 19=Child Welfare Office said child couldn't live w/mother
<b>Minimum</b>		<b>Maximum</b>	989 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -9/.M=Missing
			2273 SYSMIS/.

<b>Name</b>	P4J01_20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: No explanation given	44	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	48	<b>Mean</b>	4 20=No explanation given
<b>Minimum</b>		<b>Maximum</b>	989 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -9/.M=Missing
			2273 SYSMIS/.

<b>Name</b>	P4J01_21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Something else (specify)	27	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	48	<b>Mean</b>	21 21=Something else
<b>Minimum</b>		<b>Maximum</b>	989 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -9/.M=Missing
			2273 SYSMIS/.

<b>Name</b>	P4J01_22	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Divorced/separated	43	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	48	<b>Mean</b>	5 22=Divorced/separated
<b>Minimum</b>		<b>Maximum</b>	989 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -9/.M=Missing
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P4J02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Mom ever in same household w/ child	10	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	47	<b>Mean</b>	37 1=Yes
<b>Minimum</b>		<b>Maximum</b>	991 -1/.N=Not Applic
			4 -9/.M=Missing
			2273 SYSMIS/.

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<b>Name</b>	P4J03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Mother lives same city as child	13	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	45	<b>Mean</b>	32 1=Yes
<b>Minimum</b>		<b>Maximum</b>	991 -1/.N=Not Applic
			2 -8/.D=Don't know
			4 -9/.M=Missing
			2273 SYSMIS/.

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<b>Name</b>	P4J04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Number days child has seen mother	47	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	47	<b>Mean</b>	66.79
<b>Minimum</b>	0	<b>Maximum</b>	365
			991 -1/.N=Not Applicable
			4 -9/.M=Missing
			2273 SYSMIS/.

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<b>Name</b>	P4J05num	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: How long since child had contact	45	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	45	<b>Mean</b>	3.11
<b>Minimum</b>	1	<b>Maximum</b>	20
			993 -1/.N=Not Applicable
			4 -9/.M=Missing
			2273 SYSMIS/.

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<b>Name</b>	P4J05code	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Unit code for last contact w/ mom	2	0=Never had contact
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	47	<b>Mean</b>	28 1=Days ago
<b>Minimum</b>		<b>Maximum</b>	8 2=Weeks ago
			4 3=Months ago
			5 4=Years ago
			991 -1/.N=Not Applicable
			4 -9/.M=Missing
			2273 SYSMIS/.

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<b>Name</b>	P4J06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Any child support from mother	41	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	47	<b>Mean</b>	6 1=Yes
<b>Minimum</b>		<b>Maximum</b>	991 -1/.N=Not Applic
			4 -9/.M=Missing
			2273 SYSMIS/.

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## Codebook for Child-Level PUF, continued

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<b>Name</b>	P4J07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Received other support from mom	42	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	47	<b>Mean</b>	5 1=Yes
<b>Minimum</b>		<b>Maximum</b>	991 -1/.N=Not Applic
			4 -9/.M=Missing
			2273 SYSMIS/.

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<b>Name</b>	P4J07a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Any other mother-figure to child	16	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	47	<b>Mean</b>	31 1=Yes
<b>Minimum</b>		<b>Maximum</b>	989 -1/.N=Not Applic
			6 -9/.M=Missing
			2273 SYSMIS/.

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<b>Name</b>	P4J07b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Relat of mother-figure to child	17	1=You
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	31	<b>Mean</b>	3 2=your spouse or partner
<b>Minimum</b>		<b>Maximum</b>	8 3=a relative of Child
			3 4=a friend of the family
			1005 -1/.N=Not Applicable
			6 -9/.M=Missing
			2273 SYSMIS/.

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<b>Name</b>	P4J07c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Mother-figure in same household	10	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	11	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1025 -1/.N=Not Applic
			6 -9/.M=Missing
			2273 SYSMIS/.

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<b>Name</b>	P4J15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Marital status of Childs bio mom/dad	2	1=married
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	34	<b>Mean</b>	3 2=divorced
<b>Minimum</b>		<b>Maximum</b>	1 3=separated
			28 4=not married
			995 -1/.N=Not Applic
			1 -8/.D=Don't know
			12 -9/.M=Missing
			2273 SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	P4J16	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Relationship of Child's bio mom/dad	3	3=they are just friends
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	29	<b>Mean</b>	26 4=they are not in any kind of relationship
<b>Minimum</b>		<b>Maximum</b>	997 -1/.N=Not Applicable
			4 -8/.D=Don't know
			12 -9/.M=Missing
			2273 SYSMIS/.

<b>Name</b>	P4J17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Mother work for pay in past week	484	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1029	<b>Mean</b>	544 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 3=Disabled/unable to work
			2 -1/.N=Not Applicable
			11 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4J18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Mother on leave/ vacation in past wk	453	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	484	<b>Mean</b>	31 1=Yes
<b>Minimum</b>		<b>Maximum</b>	547 -1/.N=Not Applicable
			11 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4J19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Mother looked for work in past 4 wks	334	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	481	<b>Mean</b>	147 1=Yes
<b>Minimum</b>		<b>Maximum</b>	547 -1/.N=Not Applicable
			14 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4J20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Mother worked for pay in pst 12 mths	330	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	480	<b>Mean</b>	150 1=Yes
<b>Minimum</b>		<b>Maximum</b>	547 -1/.N=Not Applicable
			15 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4J21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Total hours/ week mother works	685	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	685	<b>Mean</b>	32.50
<b>Minimum</b>	1	<b>Maximum</b>	80
			333 -1/.N=Not Applicable
			24 -8/.D=Don't know
			2273 SYSMIS/.

**Codebook for Child-Level PUF, continued**

<b>Name</b>	P4J23			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Mother occupation			49	1=Executive, administrative, and managerial occupations
<b>Format</b>	Num	<b>Type</b>	Source	2	4=Social scientists, social workers, religious workers and lawyers
<b>Valid N</b>	678	<b>Mean</b>		31	5=Teachers
<b>Minimum</b>		<b>Maximum</b>		18	7=Registered nurses, pharmacists, dietitians, therapists and physician's assistants
				5	8=Writers, artists, entertainers and athletes
				85	9=Health technologists and technicians
				9	10=Technologists and technicians, except health
				30	11=Marketing and sales occupations
				69	12=Administrative support occupation,including clerical
				234	13=Service occupations
				2	14=Agricultural, forestry, and fishing occupations
				1	15=Mechanics and repairers
				7	17=Precision production occupations
				15	18=Transportation and materials moving occupations
				95	19=Handlers, equipment cleaners, helpers and laborers
				26	20=Miscellaneous occupations
				333	-1/.N=Not Applicable
				4	-7/.R=Refused
				27	-8/.D=Don't know
				2273	SYSMIS/.

<b>Name</b>	P4J26			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Mother taken programs or courses since...			748	0=No
<b>Format</b>	Num	<b>Type</b>	Source	273	1=Yes
<b>Valid N</b>	1021	<b>Mean</b>		2	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-7/.R=Refused
				18	-8/.D=Don't know
				2273	SYSMIS/.

<b>Name</b>	P4J27			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Mother now taking full/part-time courses			98	0=No
<b>Format</b>	Num	<b>Type</b>	Source	66	1=Full time
<b>Valid N</b>	273	<b>Mean</b>		109	2=Part time
<b>Minimum</b>		<b>Maximum</b>		750	-1/.N=Not Applic
				1	-7/.R=Refused
				18	-8/.D=Don't know
				2273	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4J28			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Mother currently in job training			736	0=No
<b>Format</b>	Num	<b>Type</b>	Source	16	1=Yes
<b>Valid N</b>	752	<b>Mean</b>		275	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		15	-8/.D=Don't know
				2273	SYSMIS/.
<b>Name</b>	P4J29			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Mother received cert/ dipl/ degree			930	0=No
<b>Format</b>	Num	<b>Type</b>	Source	94	1=Yes
<b>Valid N</b>	1024	<b>Mean</b>		2	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		16	-8/.D=Don't know
				2273	SYSMIS/.
<b>Name</b>	P4J30			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Mother type of certif/diploma/degree			24	1=Trade license or certificate
<b>Format</b>	Num	<b>Type</b>	Source	3	2=GED certificate or equivalent
<b>Valid N</b>	91	<b>Mean</b>		1	3=High School diploma
<b>Minimum</b>		<b>Maximum</b>		11	4=Associate's degree
				2	5=Child Development Associate (CDA)
				5	6=Bachelor's degree
				45	8=Other
				932	-1/.N=Not Applicable
				1	-7/.R=Refused
				18	-8/.D=Don't know
				2273	SYSMIS/.
<b>Name</b>	P4J31			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Did HS help mother locate courses			1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source	2273	SYSMIS/.
<b>Valid N</b>	0	<b>Mean</b>			
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	P4J32			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Reason mom prevented taking courses			1042	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source	2273	SYSMIS/.
<b>Valid N</b>	0	<b>Mean</b>			
<b>Minimum</b>		<b>Maximum</b>			

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4K01_11			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Father is deceased			470	0=No
<b>Format</b>	Num	<b>Type</b>	Source	13	11=Deceased
<b>Valid N</b>	483	<b>Mean</b>		517	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		27	-7/.R=Refused
				8	-8/.D=Don't know
				7	-9/.M=Missing
				2273	SYSMIS/.
<hr/>					
<b>Name</b>	P4K01_12			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Father not have \$ to raise child			477	0=No
<b>Format</b>	Num	<b>Type</b>	Source	6	12=Did not have enough money to raise him/her
<b>Valid N</b>	483	<b>Mean</b>		517	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		27	-7/.R=Refused
				8	-8/.D=Don't know
				7	-9/.M=Missing
				2273	SYSMIS/.
<hr/>					
<b>Name</b>	P4K01_13			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4:Father too sick to take care of child			480	0=No
<b>Format</b>	Num	<b>Type</b>	Source	3	13=Got too sick to take care of Child
<b>Valid N</b>	483	<b>Mean</b>		517	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		27	-7/.R=Refused
				8	-8/.D=Don't know
				7	-9/.M=Missing
				2273	SYSMIS/.
<hr/>					
<b>Name</b>	P4K01_14			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Father had drinking problem			476	0=No
<b>Format</b>	Num	<b>Type</b>	Source	7	14=Drinking problem and could not take care of Child
<b>Valid N</b>	483	<b>Mean</b>		517	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		27	-7/.R=Refused
				8	-8/.D=Don't know
				7	-9/.M=Missing
				2273	SYSMIS/.
<hr/>					
<b>Name</b>	P4K01_15			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Father had drug problem			473	0=No
<b>Format</b>	Num	<b>Type</b>	Source	10	15=Drug problem and could not take care of Child
<b>Valid N</b>	483	<b>Mean</b>		517	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		27	-7/.R=Refused
				8	-8/.D=Don't know
				7	-9/.M=Missing
				2273	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4K01_16			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Father had mental/ emotional problem			480	0=No
<b>Format</b>	Num	<b>Type</b>	Source	3	16=Mental/emotional problem, could not take care of Child
<b>Valid N</b>	483	<b>Mean</b>		517	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		27	-7/.R=Refused
				8	-8/.D=Don't know
				7	-9/.M=Missing
				2273	SYSMIS/.
<b>Name</b>	P4K01_17			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4:Father in trouble w/ the law, in jail			422	0=No
<b>Format</b>	Num	<b>Type</b>	Source	61	17=In trouble with the law or had to go to jail
<b>Valid N</b>	483	<b>Mean</b>		517	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		27	-7/.R=Refused
				8	-8/.D=Don't know
				7	-9/.M=Missing
				2273	SYSMIS/.
<b>Name</b>	P4K01_18			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child abused/ neglected with Father			474	0=No
<b>Format</b>	Num	<b>Type</b>	Source	9	18=Child was neglected/abused while living with father
<b>Valid N</b>	483	<b>Mean</b>		517	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		27	-7/.R=Refused
				8	-8/.D=Don't know
				7	-9/.M=Missing
				2273	SYSMIS/.
<b>Name</b>	P4K01_19			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child Welfare Office said couldn't			481	0=No
<b>Format</b>	Num	<b>Type</b>	Source	2	19=Child Welfare Office said child couldn't live w/father
<b>Valid N</b>	483	<b>Mean</b>		517	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		27	-7/.R=Refused
				8	-8/.D=Don't know
				7	-9/.M=Missing
				2273	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4K01_20			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: No explanation given			426	0=No
<b>Format</b>	Num	<b>Type</b>	Source	57	20=No explanation given
<b>Valid N</b>	483	<b>Mean</b>		517	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		27	-7/.R=Refused
				8	-8/.D=Don't know
				7	-9/.M=Missing
				2273	SYSMIS/.
<hr/>					
<b>Name</b>	P4K01_21			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Something else (specify)			378	0=No
<b>Format</b>	Num	<b>Type</b>	Source	105	21=Something else
<b>Valid N</b>	483	<b>Mean</b>		517	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		27	-7/.R=Refused
				8	-8/.D=Don't know
				7	-9/.M=Missing
				2273	SYSMIS/.
<hr/>					
<b>Name</b>	P4K01_22			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Divorced/separated			316	0=No
<b>Format</b>	Num	<b>Type</b>	Source	167	22=Divorced/separated
<b>Valid N</b>	483	<b>Mean</b>		517	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		27	-7/.R=Refused
				8	-8/.D=Don't know
				7	-9/.M=Missing
				2273	SYSMIS/.
<hr/>					
<b>Name</b>	P4K01_23			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Father left/did not want child			432	0=No
<b>Format</b>	Num	<b>Type</b>	Source	51	23=Father left/did not want child
<b>Valid N</b>	483	<b>Mean</b>		517	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		27	-7/.R=Refused
				8	-8/.D=Don't know
				7	-9/.M=Missing
				2273	SYSMIS/.
<hr/>					
<b>Name</b>	P4K02			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Father ever same household w/ child			200	0=No
<b>Format</b>	Num	<b>Type</b>	Source	298	1=Yes
<b>Valid N</b>	498	<b>Mean</b>		530	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		6	-7/.R=Refused
				1	-8/.D=Don't know
				7	-9/.M=Missing
				2273	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4K03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Father lives in same city as child	218	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	481	<b>Mean</b>	263 1=Yes
<b>Minimum</b>		<b>Maximum</b>	530 -1/.N=Not Applic
			5 -7/.R=Refused
			19 -8/.D=Don't know
			7 -9/.M=Missing
			2273 SYSMIS/.

<b>Name</b>	P4K04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Number days child has seen father	475	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	475	<b>Mean</b>	67.26
<b>Minimum</b>	0	<b>Maximum</b>	365
			530 -1/.N=Not Applicable
			9 -7/.R=Refused
			21 -8/.D=Don't know
			7 -9/.M=Missing
			2273 SYSMIS/.

<b>Name</b>	P4K05num	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: How long since child contact w/ dad	449	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	449	<b>Mean</b>	2.70
<b>Minimum</b>	1	<b>Maximum</b>	30
			567 -1/.N=Not Applicable
			7 -7/.R=Refused
			12 -8/.D=Don't know
			7 -9/.M=Missing
			2273 SYSMIS/.

<b>Name</b>	P4K05code	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Unit code for last contact w/ father	37	0=Never had contact
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	482	<b>Mean</b>	201 1=Days ago
<b>Minimum</b>		<b>Maximum</b>	54 2=Weeks ago
			98 3=Months ago
			92 4=Years ago
			530 -1/.N=Not Applicable
			7 -7/.R=Refused
			16 -8/.D=Don't know
			7 -9/.M=Missing
			2273 SYSMIS/.

<b>Name</b>	P4K06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Any child support from father	334	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	496	<b>Mean</b>	162 1=Yes
<b>Minimum</b>		<b>Maximum</b>	530 -1/.N=Not Applic
			7 -7/.R=Refused
			2 -8/.D=Don't know
			7 -9/.M=Missing
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P4K07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Any other support from father	407	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	497	<b>Mean</b>	90 1=Yes
<b>Minimum</b>		<b>Maximum</b>	530 -1/.N=Not Applic
			7 -7/.R=Refused
			1 -8/.D=Don't know
			7 -9/.M=Missing
			2273 SYSMIS/.

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<b>Name</b>	P4K07a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Anyone like father to child	252	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	503	<b>Mean</b>	251 1=Yes
<b>Minimum</b>		<b>Maximum</b>	517 -1/.N=Not Applic
			2 -7/.R=Refused
			20 -9/.M=Missing
			2273 SYSMIS/.

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<b>Name</b>	P4K07b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Relat of father-figure to child	1	1=You
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	251	<b>Mean</b>	144 2=your spouse or partner
<b>Minimum</b>		<b>Maximum</b>	82 3=a relative of Child
			24 4=a friend of the family
			769 -1/.N=Not Applicable
			2 -7/.R=Refused
			20 -9/.M=Missing
			2273 SYSMIS/.

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<b>Name</b>	P4K07c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Father-figure in same household	91	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	106	<b>Mean</b>	15 1=Yes
<b>Minimum</b>		<b>Maximum</b>	914 -1/.N=Not Applic
			2 -7/.R=Refused
			20 -9/.M=Missing
			2273 SYSMIS/.

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<b>Name</b>	P4K17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Father worked for pay in past week	139	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	508	<b>Mean</b>	362 1=Yes
<b>Minimum</b>		<b>Maximum</b>	7 3=Disabled/unable to work
			524 -1/.N=Not Applicable
			1 -7/.R=Refused
			9 -9/.M=Missing
			2273 SYSMIS/.

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## Codebook for Child-Level PUF, continued

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<b>Name</b>	P4K18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Father on leave/ vacation in past wk	121	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	136	<b>Mean</b>	15 1=Yes
<b>Minimum</b>		<b>Maximum</b>	893 -1/.N=Not Applic
			1 -7/.R=Refused
			3 -8/.D=Don't know
			9 -9/.M=Missing
			2273 SYSMIS/.

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<b>Name</b>	P4K19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Father looked for work in past 4 wks	58	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	138	<b>Mean</b>	80 1=Yes
<b>Minimum</b>		<b>Maximum</b>	893 -1/.N=Not Applic
			1 -7/.R=Refused
			1 -8/.D=Don't know
			9 -9/.M=Missing
			2273 SYSMIS/.

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<b>Name</b>	P4K20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Father worked for pay in pst 12 mths	68	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	138	<b>Mean</b>	70 1=Yes
<b>Minimum</b>		<b>Maximum</b>	893 -1/.N=Not Applic
			1 -7/.R=Refused
			1 -8/.D=Don't know
			9 -9/.M=Missing
			2273 SYSMIS/.

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<b>Name</b>	P4K21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Total hours/ week father works	422	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	422	<b>Mean</b>	39.95
<b>Minimum</b>	4	<b>Maximum</b>	80
			599 -1/.N=Not Applicable
			2 -7/.R=Refused
			10 -8/.D=Don't know
			9 -9/.M=Missing
			2273 SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	P4K23	Frequency	Code and Description
Label	P4: Father occupation	38	1=Executive, administrative, and managerial occupations
Format	Num	Type	Source
Valid N	429	Mean	2 2=Engineers, surveyors, and architects
Minimum		Maximum	2 4=Social scientists, social workers, religious workers and lawyers
			4 5=Teachers
			10 9=Health technologists and technicians
			18 10=Technologists and technicians, except health
			11 11=Marketing and sales occupations
			6 12=Administrative support occupation,including clerical
			117 13=Service occupations
			10 14=Agricultural, forestry, and fishing occupations
			30 15=Mechanics and repairers
			39 16=Construction and extractive occupations
			19 17=Precision production occupations
			48 18=Transportation and materials moving occupations
			66 19=Handlers, equipment cleaners, helpers and laborers
			9 20=Miscellaneous occupations
			599 -1/.N=Not Applicable
			3 -7/.R=Refused
			2 -8/.D=Don't know
			9 -9/.M=Missing
			2273 SYSMIS/.

Name	P4K26	Frequency	Code and Description
Label	P4: Father taken programs or courses since...	424	0=No
Format	Num	Type	Source
Valid N	504	Mean	80 1=Yes
Minimum		Maximum	524 -1/.N=Not Applic
			1 -7/.R=Refused
			4 -8/.D=Don't know
			9 -9/.M=Missing
			2273 SYSMIS/.

Name	P4K27	Frequency	Code and Description
Label	P4: Father now taking full/part-time courses	41	0=No
Format	Num	Type	Source
Valid N	80	Mean	9 1=Full time
Minimum		Maximum	30 2=Part time
			948 -1/.N=Not Applic
			1 -7/.R=Refused
			4 -8/.D=Don't know
			9 -9/.M=Missing
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4K28	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Father currently in job training	414	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	425	<b>Mean</b>	11 1=Yes
<b>Minimum</b>		<b>Maximum</b>	604 -1/.N=Not Applic
			1 -7/.R=Refused
			3 -8/.D=Don't know
			9 -9/.M=Missing
			2273 SYSMIS/.
<b>Name</b>	P4K29	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Father received cert/ dipl/ degree	462	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	505	<b>Mean</b>	43 1=Yes
<b>Minimum</b>		<b>Maximum</b>	524 -1/.N=Not Applic
			1 -7/.R=Refused
			3 -8/.D=Don't know
			9 -9/.M=Missing
			2273 SYSMIS/.
<b>Name</b>	P4K30	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Father type of certif/diploma/degree	18	1=Trade license or certificate
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	42	<b>Mean</b>	1 2=GED certificate or equivalent
<b>Minimum</b>		<b>Maximum</b>	5 4=Associate's degree
			1 6=Bachelor's degree
			17 8=Other
			986 -1/.N=Not Applicable
			1 -7/.R=Refused
			4 -8/.D=Don't know
			9 -9/.M=Missing
			2273 SYSMIS/.
<b>Name</b>	P4K31	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Did HS help father locate courses	1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4K32	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Reason dad prevented taking courses	1042	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4L10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: R Spanish, Hispanic, Latino origin	1039	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	3 -9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4L11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Descr of R's Hispanic origin	1039	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	3	-9/.M=Missing
<b>Minimum</b>		2273	SYSMIS/.
<b>Maximum</b>			
<b>Name</b>	P4L12_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Respondent White	1039	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	3	-9/.M=Missing
<b>Minimum</b>		2273	SYSMIS/.
<b>Maximum</b>			
<b>Name</b>	P4L12_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Resp. Black or African American	1039	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	3	-9/.M=Missing
<b>Minimum</b>		2273	SYSMIS/.
<b>Maximum</b>			
<b>Name</b>	P4L12_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Resp. American Indian/Alaska Native	1039	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	3	-9/.M=Missing
<b>Minimum</b>		2273	SYSMIS/.
<b>Maximum</b>			
<b>Name</b>	P4L12_20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Respondent Asian	1039	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	3	-9/.M=Missing
<b>Minimum</b>		2273	SYSMIS/.
<b>Maximum</b>			
<b>Name</b>	P4L12_24	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Respondent Native Hawaiian/Pacific Islander	1039	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	3	-9/.M=Missing
<b>Minimum</b>		2273	SYSMIS/.
<b>Maximum</b>			
<b>Name</b>	P4L12_25	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Respondent Another race	1039	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	3	-9/.M=Missing
<b>Minimum</b>		2273	SYSMIS/.
<b>Maximum</b>			
<b>Name</b>	P4L13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Country Respondent was born in	1039	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	3	-9/.M=Missing
<b>Minimum</b>		2273	SYSMIS/.
<b>Maximum</b>			

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4L14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Number of years Resp. lived in US	1039	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	3 -9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.
<b>Name</b>	P4L17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Resp. worked for pay in past week	25	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	46	<b>Mean</b>	16 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 2=Retired
			3 3=Disabled/unable to work
			994 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1 -9/.M=Missing
			2273 SYSMIS/.
<b>Name</b>	P4L18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Resp. on leave/ vacation in past wk	25	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	25	<b>Mean</b>	1015 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			1 -9/.M=Missing
			2273 SYSMIS/.
<b>Name</b>	P4L19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Resp. looked for work in past 4 wks	22	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	25	<b>Mean</b>	3 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			1 -8/.D=Don't know
			1 -9/.M=Missing
			2273 SYSMIS/.
<b>Name</b>	P4L20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Resp. worked for pay in pst 12 mths	19	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	25	<b>Mean</b>	6 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			1 -8/.D=Don't know
			1 -9/.M=Missing
			2273 SYSMIS/.
<b>Name</b>	P4L21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Total hours/ week Resp. works	22	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	22	<b>Mean</b>	1018 -1/.N=Not Applicable
<b>Minimum</b>	1	<b>Maximum</b>	34.32
			1 -8/.D=Don't know
			1 -9/.M=Missing
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4L23			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Resp. occupation			1	1=Executive, administrative, and managerial occupations
<b>Format</b>	Num	<b>Type</b>	Source	1	5=Teachers
<b>Valid N</b>	22	<b>Mean</b>		1	7=Registered nurses, pharmacists, dietitians, therapists and physician's assistants
<b>Minimum</b>		<b>Maximum</b>		1	9=Health technologists and technicians
				4	12=Administrative support occupation, including clerical
				9	13=Service occupations
				1	17=Precision production occupations
				4	19=Handlers, equipment cleaners, helpers and laborers
				1018	-1/.N=Not Applicable
				1	-8/.D=Don't know
				1	-9/.M=Missing
				2273	SYSMIS/.
<b>Name</b>	P4L24			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Grade of school Resp. completed			1	4=High school diploma/equivalent
<b>Format</b>	Num	<b>Type</b>	Source	1	7=Some college but no degree
<b>Valid N</b>	3	<b>Mean</b>		1	8=Associate's degree
<b>Minimum</b>		<b>Maximum</b>		1039	-1/.N=Not Applicable
				2273	SYSMIS/.
<b>Name</b>	P4L25			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Resp. has HS diploma (not just GED)			1	0=GED
<b>Format</b>	Num	<b>Type</b>	Source	1	1=High school diploma
<b>Valid N</b>	2	<b>Mean</b>		1040	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		2273	SYSMIS/.
<b>Name</b>	P4L26			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Resp. taken programs or courses since...			38	0=No
<b>Format</b>	Num	<b>Type</b>	Source	8	1=Yes
<b>Valid N</b>	46	<b>Mean</b>		994	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1	-8/.D=Don't know
				1	-9/.M=Missing
				2273	SYSMIS/.
<b>Name</b>	P4L27			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Resp. now taking full/part-time courses			4	0=No
<b>Format</b>	Num	<b>Type</b>	Source	2	1=Full time
<b>Valid N</b>	8	<b>Mean</b>		2	2=Part time
<b>Minimum</b>		<b>Maximum</b>		1032	-1/.N=Not Applicable
				1	-8/.D=Don't know
				1	-9/.M=Missing
				2273	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4L28			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Resp. currently in job training			47	0=No
<b>Format</b>	Num	<b>Type</b>	Source	994	-1/.N=Not Applic
<b>Valid N</b>	47	<b>Mean</b>		1	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>		2273	SYSMIS/.
<b>Name</b>	P4L29			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Resp. received cert/ dipl/ degree			43	0=No
<b>Format</b>	Num	<b>Type</b>	Source	4	1=Yes
<b>Valid N</b>	47	<b>Mean</b>		994	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-9/.M=Missing
				2273	SYSMIS/.
<b>Name</b>	P4L30			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Resp. kind of cert/dipl/degree recv			2	1=Trade license or certificate
<b>Format</b>	Num	<b>Type</b>	Source	2	8=Other
<b>Valid N</b>	4	<b>Mean</b>		1037	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1	-9/.M=Missing
				2273	SYSMIS/.
<b>Name</b>	P4L31			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: HS helped Resp. locate program			1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source	2273	SYSMIS/.
<b>Valid N</b>	0	<b>Mean</b>			
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	P4L32			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Reason Resp. not taking courses			3	2=Too old to take any courses
<b>Format</b>	Num	<b>Type</b>	Source	9	3=Health problem/disability
<b>Valid N</b>	39	<b>Mean</b>		1	5=Lack of confidence / language barrier
<b>Minimum</b>		<b>Maximum</b>		1	7=Lack of child care
				13	8=Time constraints (home or work)
				1	9=Cost
				5	12=Other
				3	13=Did not want to/no interest
				3	14=Child related reasons (pregnant/at home w/child)
				1002	-1/.N=Not Applicable
				1	-9/.M=Missing
				2273	SYSMIS/.
<b>Name</b>	P4M01a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Welfare, TANF, general assistance			827	0=No
<b>Format</b>	Num	<b>Type</b>	Source	210	1=Yes
<b>Valid N</b>	1037	<b>Mean</b>		5	-7/.R=Refused
<b>Minimum</b>		<b>Maximum</b>		2273	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4M01b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Unemployment insurance	950	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1038	<b>Mean</b>	88 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused
			2 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4M01c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Food stamps	537	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1038	<b>Mean</b>	501 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -7/.R=Refused
			1 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4M01d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: WIC program	696	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1041	<b>Mean</b>	345 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			2273 SYSMIS/.

<b>Name</b>	P4M01e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child support	824	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1037	<b>Mean</b>	213 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -7/.R=Refused
			2 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4M01f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: SSI/Social Security Retirement	896	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1039	<b>Mean</b>	143 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused
			1 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4M01g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Payments for foster care	1030	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1039	<b>Mean</b>	9 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused
			1 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4M01h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Energy assistance	893	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1036	<b>Mean</b>	143 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -7/.R=Refused
			4 -8/.D=Don't know
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4M02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Number of adults contributing income	1035	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1035	<b>Mean</b>	1.55
<b>Minimum</b>	1	<b>Maximum</b>	6
			3 -7/.R=Refused 4 -8/.D=Don't know 2273 SYSMIS/.
<b>Name</b>	P4M07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Type of housing R lives in	964	1=A house, apartment, or trailer with your family only
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1041	<b>Mean</b>	65
<b>Minimum</b>		<b>Maximum</b>	3 2=A house, apartment, or trailer you share with another family 3 3=Transitional housing (apartment) or a homeless shelter 9 4=Somewhere else
			1 -7/.R=Refused 2273 SYSMIS/.
<b>Name</b>	P4M08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Number times moved in last 12 months	1042	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	0.34
<b>Minimum</b>	0	<b>Maximum</b>	5
			2273 SYSMIS/.
<b>Name</b>	P4M09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Own home, pay rent, public housing	340	1=Owns or is buying home or apartment
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1024	<b>Mean</b>	554
<b>Minimum</b>		<b>Maximum</b>	100
			9 2=Rents (without public assistance) 21 3=Public or subsidized housing 12 4=Some other arrangement 3 5=Lives w/someone else, whether pays rent or not 3 -1/.N=Not Applicable 3 -7/.R=Refused 3 -9/.M=Missing 2273 SYSMIS/.
<b>Name</b>	P4N00	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4:2nd child in same care as 1st child	50	1=Same child care arrangement
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	50	<b>Mean</b>	992
<b>Minimum</b>		<b>Maximum</b>	2273
			-1/.N=Not Applicable SYSMIS/.
<b>Name</b>	P4N01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child currently in care regularly	935	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1039	<b>Mean</b>	104
<b>Minimum</b>		<b>Maximum</b>	3
			-8/.D=Don't know 2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4N02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: No. of non-HS centers child attends	98	1=One
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	104	<b>Mean</b>	4 2=Two
<b>Minimum</b>		<b>Maximum</b>	2 3=Three
			935 -1/.N=Not Applic
			3 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4N03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Days/wk child attends [main] program	104	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	104	<b>Mean</b>	4.42
<b>Minimum</b>	1	<b>Maximum</b>	5
			935 -1/.N=Not Applicable
			3 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4N04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Hrs/wk child attends [main] program	104	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	104	<b>Mean</b>	12.18
<b>Minimum</b>	1	<b>Maximum</b>	40
			935 -1/.N=Not Applicable
			3 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4N05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child attends prog before / after K	11	1=Before Head Start or kindergarten
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	103	<b>Mean</b>	75
<b>Minimum</b>		<b>Maximum</b>	17
			3=Both before/after Head Start/kindergarten
			935 -1/.N=Not Applicable
			4 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4N06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child rec regular care from relative	784	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	258
<b>Minimum</b>		<b>Maximum</b>	1=Yes
			2273 SYSMIS/.
<b>Name</b>	P4N07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Number of relative care arrangements	188	1=One
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	256	<b>Mean</b>	54
<b>Minimum</b>		<b>Maximum</b>	8
			3=Three
			6 4=Four or more
			784 -1/.N=Not Applic
			1 -7/.R=Refused
			1 -8/.D=Don't know
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4N08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Relationship of relative to child	157	1=grandparent
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	258	<b>Mean</b>	59 2=aunt
<b>Minimum</b>		<b>Maximum</b>	12 3=uncle
			7 4=brother
			7 5=sister
			16 6=another relative
			784 -1/.N=Not Applicable
			2273 SYSMIS/.
<b>Name</b>	P4N09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Location of relative care	108	1=Own home
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	257	<b>Mean</b>	138 2=Other home
<b>Minimum</b>		<b>Maximum</b>	11 3=Both/varies
			784 -1/.N=Not Applic
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4N09a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Relative caregiver live in R home	38	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	108	<b>Mean</b>	70 1=Yes
<b>Minimum</b>		<b>Maximum</b>	933 -1/.N=Not Applic
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4N10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4:# dys/wk child rec care from relative	257	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	257	<b>Mean</b>	3.88
<b>Minimum</b>	1	<b>Maximum</b>	7
			784 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4N11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Hrs/wk child recv care from relative	256	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	256	<b>Mean</b>	12.77
<b>Minimum</b>	1	<b>Maximum</b>	54
			784 -1/.N=Not Applicable
			2 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4N12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child rec rel care before / after K	16	1=Before Head Start or kindergarten
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	258	<b>Mean</b>	164 2=After Head Start or kindergarten
<b>Minimum</b>		<b>Maximum</b>	78 3=Both before/after Head Start/kindergarten
			784 -1/.N=Not Applicable
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4N13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child recv other care on reg basis	992	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1041	<b>Mean</b>	49 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4N14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Number of other care arrangements	43	1=One
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	49	<b>Mean</b>	5 2=Two
<b>Minimum</b>		<b>Maximum</b>	1 3=Three
			992 -1/.N=Not Applic
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4N15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Location of other care	15	1=Respondent's home
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	49	<b>Mean</b>	34 2=Other home
<b>Minimum</b>		<b>Maximum</b>	992 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4N16	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Nonrelative caregiver live in R home	9	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	15	<b>Mean</b>	6 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1026 -1/.N=Not Applic
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4N17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: #dys/wk C rec care from non-relative	49	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	49	<b>Mean</b>	992 -1/.N=Not Applicable
<b>Minimum</b>	1	<b>Maximum</b>	3.76
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4N18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Hrs/wk C rec care from non-relative	49	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	49	<b>Mean</b>	992 -1/.N=Not Applicable
<b>Minimum</b>	2	<b>Maximum</b>	13.80
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4N19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child rec other care before/after K	9	1=Before Head Start or kindergarten
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	46	<b>Mean</b>	30 2=After Head Start or kindergarten
<b>Minimum</b>		<b>Maximum</b>	7 3=Both before/after Head Start/kindergarten
			992 -1/.N=Not Applicable
			4 -8/.D=Don't know
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4N20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: # dys/wk C recv care before/after K	28	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	28	<b>Mean</b>	3.86
<b>Minimum</b>	0	<b>Maximum</b>	5
			1013 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4N21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Hrs/wk C recv care before / after K	27	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	27	<b>Mean</b>	17.48
<b>Minimum</b>	1	<b>Maximum</b>	50
			1013 -1/.N=Not Applicable
			1 -7/.R=Refused
			1 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4N22	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Charge/fee for any of the care	220	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	380	<b>Mean</b>	160
<b>Minimum</b>		<b>Maximum</b>	1=Yes
			662 -1/.N=Not Applic
			2273 SYSMIS/.

<b>Name</b>	P4N23a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Do you pay for it yourself	24	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	160	<b>Mean</b>	136
<b>Minimum</b>		<b>Maximum</b>	1=Yes
			882 -1/.N=Not Applic
			2273 SYSMIS/.

<b>Name</b>	P4N23b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Does a government agency pay	108	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	160	<b>Mean</b>	52
<b>Minimum</b>		<b>Maximum</b>	1=Yes
			882 -1/.N=Not Applic
			2273 SYSMIS/.

<b>Name</b>	P4N23c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Does an employer pay	155	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	160	<b>Mean</b>	5
<b>Minimum</b>		<b>Maximum</b>	1=Yes
			882 -1/.N=Not Applic
			2273 SYSMIS/.

<b>Name</b>	P4N23d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Does someone else pay	147	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	159	<b>Mean</b>	12
<b>Minimum</b>		<b>Maximum</b>	1=Yes
			882 -1/.N=Not Applic
			1 -8/.D=Don't know
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4N23e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Trade child care w/someone else	157	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	159	<b>Mean</b>	2 1=Yes
<b>Minimum</b>		<b>Maximum</b>	882 -1/.N=Not Applic
			1 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4N23f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Other (please specify)	157	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	160	<b>Mean</b>	3 1=Yes
<b>Minimum</b>		<b>Maximum</b>	882 -1/.N=Not Applic
			2273 SYSMIS/.

<b>Name</b>	P4N24amt	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Amt paid for Childcare arrangements	158	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	158	<b>Mean</b>	125.57
<b>Minimum</b>	0	<b>Maximum</b>	2500
			882 -1/.N=Not Applicable
			2 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4N24per	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Time period care paid for	1	1=Per hour
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	145	<b>Mean</b>	8 2=Per day
<b>Minimum</b>		<b>Maximum</b>	68 3=Per week
			13 4=Bi-weekly
			51 5=Per month
			4 6=Per year
			895 -1/.N=Not Applic
			2 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4N25	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Amt includes other children in house	56	1=Child only
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	125	<b>Mean</b>	69 2=Child and others
<b>Minimum</b>		<b>Maximum</b>	915 -1/.N=Not Applic
			2 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4P01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child's overall health status	542	1=Excellent
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	316 2=Very Good
<b>Minimum</b>		<b>Maximum</b>	134 3=Good
			49 4=Fair
			1 5=Poor
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4P04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child take vitamin/ mineral suppl	572	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	470 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.
<b>Name</b>	P4P05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Place where child goes for med care	728	1=A private doctor, private clinic, or HMO
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1030	<b>Mean</b>	116 2=An outpatient clinic run by a hospital
<b>Minimum</b>		<b>Maximum</b>	1 3=The emergency room at a hospital
			169 4=Public health department or community health center
			4 5=A migrant health clinic
			3 6=The Indian Health Service
			9 7=Someplace else
			1 -1/.N=Not Applicable
			11 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4:HS help find hlth-care prov for child	1042	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4P06a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: How HS helped find healthcare prov	1042	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4P06b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Reason HS didn't help find prov	1042	-1/.N=Not Applicable
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	2273 SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>	
<b>Name</b>	P4P07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Time since child had check-up w/ Doc	674	1=6 months ago or less
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1040	<b>Mean</b>	320 2=more than 6 mnths but not more than 1 year ago
<b>Minimum</b>		<b>Maximum</b>	42 3=more than 1 year but not more than 2 years ago
			4 4=more than 2 years ago
			2 -8/.D=Don't know
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P4P08	Frequency	Code and Description
<b>Label</b>	P4: Time since C had check-up w/ Dentist	706	1=6 months ago or less
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1039	<b>Mean</b>	247 2=more than 6 mnths but not more than 1 year ago
<b>Minimum</b>		<b>Maximum</b>	68 3=more than 1 year but not more than 2 years ago
			8 4=more than 2 years ago
			10 5=never
			3 -8/.D=Don't know
			2273 SYSMIS/.

Name	P4P09a	Frequency	Code and Description
<b>Label</b>	P4: Child health cov: Private insurance	359	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1030	<b>Mean</b>	671 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			11 -8/.D=Don't know
			2273 SYSMIS/.

Name	P4P09b	Frequency	Code and Description
<b>Label</b>	P4: Child health cov: Medicaid	363	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1030	<b>Mean</b>	667 1=Yes
<b>Minimum</b>		<b>Maximum</b>	12 -8/.D=Don't know
			2273 SYSMIS/.

Name	P4P09c	Frequency	Code and Description
<b>Label</b>	P4: Child health cov: CHIP	687	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1027	<b>Mean</b>	340 1=Yes
<b>Minimum</b>		<b>Maximum</b>	15 -8/.D=Don't know
			2273 SYSMIS/.

Name	P4P09d	Frequency	Code and Description
<b>Label</b>	P4: Child health cov: Military hlth care	1021	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1034	<b>Mean</b>	13 1=Yes
<b>Minimum</b>		<b>Maximum</b>	8 -8/.D=Don't know
			2273 SYSMIS/.

Name	P4P09e	Frequency	Code and Description
<b>Label</b>	P4: Child health cov: Indian hlth servc	1018	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1038	<b>Mean</b>	20 1=Yes
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know
			2273 SYSMIS/.

Name	P4P09f	Frequency	Code and Description
<b>Label</b>	P4: Child health cov: Oth govt program	1006	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1037	<b>Mean</b>	31 1=Yes
<b>Minimum</b>		<b>Maximum</b>	5 -8/.D=Don't know
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P4P10	Frequency	Code and Description
<b>Label</b>	P4:#doc visits for injury in pst 12mnths	910	0=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1041	<b>Mean</b>	92 1=Once
<b>Minimum</b>		<b>Maximum</b>	20 2=Twice
			19 3=Three or more times
			1 -7/.R=Refused
			2273 SYSMIS/.

Name	P4P11	Frequency	Code and Description
<b>Label</b>	P4: Child restricted because of injury	84	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	131	<b>Mean</b>	47 1=Yes
<b>Minimum</b>		<b>Maximum</b>	910 -1/.N=Not Applic
			1 -7/.R=Refused
			2273 SYSMIS/.

Name	P4P12	Frequency	Code and Description
<b>Label</b>	P4: Child miss HS bcause of injury	92	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	131	<b>Mean</b>	39 1=Yes
<b>Minimum</b>		<b>Maximum</b>	910 -1/.N=Not Applic
			1 -7/.R=Refused
			2273 SYSMIS/.

Name	P4P13a	Frequency	Code and Description
<b>Label</b>	P4: Asthma	901	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	141 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.

Name	P4P13b	Frequency	Code and Description
<b>Label</b>	P4: Respiratory/ breathing illness	954	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1041	<b>Mean</b>	87 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			2273 SYSMIS/.

Name	P4P13c	Frequency	Code and Description
<b>Label</b>	P4: Stomach or gastrointestinal illness	1020	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	22 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.

Name	P4P13d	Frequency	Code and Description
<b>Label</b>	P4: Ear infection	853	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	189 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4P13e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Problem with muscles or with moving			1036	0=No
<b>Format</b>	Num	<b>Type</b>	Source	6	1=Yes
<b>Valid N</b>	1042	<b>Mean</b>		2273	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	P4P13f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Developmental delay			1015	0=No
<b>Format</b>	Num	<b>Type</b>	Source	27	1=Yes
<b>Valid N</b>	1042	<b>Mean</b>		2273	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	P4P13g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Epilepsy or seizures			1033	0=No
<b>Format</b>	Num	<b>Type</b>	Source	8	1=Yes
<b>Valid N</b>	1041	<b>Mean</b>		1	-8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>		2273	SYSMIS/.
<b>Name</b>	P4P13h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Heart defect			1034	0=No
<b>Format</b>	Num	<b>Type</b>	Source	8	1=Yes
<b>Valid N</b>	1042	<b>Mean</b>		2273	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	P4P13i			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Mental retardation			1035	0=No
<b>Format</b>	Num	<b>Type</b>	Source	7	1=Yes
<b>Valid N</b>	1042	<b>Mean</b>		2273	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	P4P13j			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Lactose intolerance			1026	0=No
<b>Format</b>	Num	<b>Type</b>	Source	16	1=Yes
<b>Valid N</b>	1042	<b>Mean</b>		2273	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	P4P13k			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Other food allergy or sensitivity			1024	0=No
<b>Format</b>	Num	<b>Type</b>	Source	18	1=Yes
<b>Valid N</b>	1042	<b>Mean</b>		2273	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			
<b>Name</b>	P4P13l			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Prob with allergies other than foods			895	0=No
<b>Format</b>	Num	<b>Type</b>	Source	147	1=Yes
<b>Valid N</b>	1042	<b>Mean</b>		2273	SYSMIS/.
<b>Minimum</b>		<b>Maximum</b>			

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4P13m	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Attention deficit, hyperactivity	985	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1037	<b>Mean</b>	52 1=Yes
<b>Minimum</b>		<b>Maximum</b>	5 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4P13n	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Diabetes	1041	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.

<b>Name</b>	P4P14a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Asthma	88	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	141	<b>Mean</b>	53 1=Yes
<b>Minimum</b>		<b>Maximum</b>	901 -1/.N=Not Applic
			2273 SYSMIS/.

<b>Name</b>	P4P14b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Respiratory/ breathing illness	47	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	87	<b>Mean</b>	40 1=Yes
<b>Minimum</b>		<b>Maximum</b>	954 -1/.N=Not Applic
			1 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4P14c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Stomach or gastrointestinal illness	5	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	22	<b>Mean</b>	17 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1020 -1/.N=Not Applic
			2273 SYSMIS/.

<b>Name</b>	P4P14d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Ear infection	92	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	189	<b>Mean</b>	97 1=Yes
<b>Minimum</b>		<b>Maximum</b>	853 -1/.N=Not Applic
			2273 SYSMIS/.

<b>Name</b>	P4P14e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Problem with muscles or with moving	5	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	6	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1036 -1/.N=Not Applic
			2273 SYSMIS/.

<b>Name</b>	P4P14f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Developmental delay	22	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	27	<b>Mean</b>	5 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4P14g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Epilepsy or seizures	3	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	8	<b>Mean</b>	5 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1033 -1/.N=Not Applic
			1 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4P14h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Heart defect	8	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	8	<b>Mean</b>	1034 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.

<b>Name</b>	P4P14i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Mental retardation	6	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	7	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1035 -1/.N=Not Applic
			2273 SYSMIS/.

<b>Name</b>	P4P14j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Lactose intolerance	16	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	16	<b>Mean</b>	1026 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.

<b>Name</b>	P4P14k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Other food allergy or sensitivity	15	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	18	<b>Mean</b>	3 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1024 -1/.N=Not Applic
			2273 SYSMIS/.

<b>Name</b>	P4P14l	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Prob with allergies other than foods	111	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	147	<b>Mean</b>	36 1=Yes
<b>Minimum</b>		<b>Maximum</b>	895 -1/.N=Not Applic
			2273 SYSMIS/.

<b>Name</b>	P4P14m	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Attention deficit, hyperactivity	41	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	52	<b>Mean</b>	11 1=Yes
<b>Minimum</b>		<b>Maximum</b>	985 -1/.N=Not Applic
			5 -8/.D=Don't know
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4P14n	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Diabetes	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1	<b>Mean</b>	1041 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.
<b>Name</b>	P4P15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child restricted due to health prob	1010	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	32 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.
<b>Name</b>	P4P16	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child missed HS due to health prob	880	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	162 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.
<b>Name</b>	P4P17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: C evaluated for attention/learning	972	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1041	<b>Mean</b>	69 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Attention/learning problem diagnosed	23	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	69	<b>Mean</b>	46 1=Yes
<b>Minimum</b>		<b>Maximum</b>	972 -1/.N=Not Applic
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P19_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Mental retardation or cog impairmnt	40	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	45	<b>Mean</b>	5 1=Mental retardation or cognitive impairment
<b>Minimum</b>		<b>Maximum</b>	995 -1/.N=Not Applicable
			2 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P19_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Emotional/behavior disability	37	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	45	<b>Mean</b>	8 2=Emotional/behavior disability
<b>Minimum</b>		<b>Maximum</b>	995 -1/.N=Not Applicable
			2 -8/.D=Don't know
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4P19_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Autism or PDD	43	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	45	<b>Mean</b>	2 3=Autism or pervasive developmental delay (PDD)
<b>Minimum</b>		<b>Maximum</b>	995 -1/.N=Not Applicable 2 -8/.D=Don't know 2273 SYSMIS/.

<b>Name</b>	P4P19_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Traumatic brain injury	45	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	45	<b>Mean</b>	995 -1/.N=Not Applicable 2 -8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.

<b>Name</b>	P4P19_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Oppositional Defiant Disorder	43	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	45	<b>Mean</b>	2 5=Oppositional defiant disorder 995 -1/.N=Not Applicable 2 -8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.

<b>Name</b>	P4P19_6	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Other attention/learning problem	38	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	45	<b>Mean</b>	7 6=Other 995 -1/.N=Not Applicable 2 -8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.

<b>Name</b>	P4P19_8	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: ADD/ADHD	12	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	45	<b>Mean</b>	33 8=ADD/ADHD 995 -1/.N=Not Applicable 2 -8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.

<b>Name</b>	P4P19_9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: No problem diagnosed	45	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	45	<b>Mean</b>	995 -1/.N=Not Applicable 2 -8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.

<b>Name</b>	P4P20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child evaluated about activity level	993	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1039	<b>Mean</b>	46 1=Yes 3 -8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4P21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Activity level problem diagnosed	19	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	46	<b>Mean</b>	27 1=Yes
<b>Minimum</b>		<b>Maximum</b>	993 -1/.N=Not Applic
			3 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P22_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Attention deficit disorder (ADD)	19	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	27	<b>Mean</b>	8 1=Attention deficit disorder (ADD)
<b>Minimum</b>		<b>Maximum</b>	1012 -1/.N=Not Applicable
			3 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P22_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Attn deficit hyperactivity disorder	16	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	27	<b>Mean</b>	11 2=Attention deficit hyperactivity disorder (ADHD)
<b>Minimum</b>		<b>Maximum</b>	1012 -1/.N=Not Applicable
			3 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P22_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Other activity level problem	14	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	26	<b>Mean</b>	12 3=Other
<b>Minimum</b>		<b>Maximum</b>	1012 -1/.N=Not Applicable
			4 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P22_9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: No problem diagnosed	25	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	27	<b>Mean</b>	2 9=No problem
<b>Minimum</b>		<b>Maximum</b>	1012 -1/.N=Not Applicable
			3 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P23	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child evaluated about arms/legs	1035	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	7 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.
<b>Name</b>	P4P24	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Arms / legs problem diagnosed	4	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	7	<b>Mean</b>	3 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1035 -1/.N=Not Applic
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4P25_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Cerebral palsy	3	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3	<b>Mean</b>	1039 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.

<b>Name</b>	P4P25_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Epilepsy or seizures	3	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3	<b>Mean</b>	1039 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.

<b>Name</b>	P4P25_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Other physical impairment (specify)	3	3=Other physical impairment
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3	<b>Mean</b>	1039 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.

<b>Name</b>	P4P25_9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: No problem diagnosed	3	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3	<b>Mean</b>	1039 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.

<b>Name</b>	P4P26	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child use special equipment	2	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	3	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1039 -1/.N=Not Applic
			2273 SYSMIS/.

<b>Name</b>	P4P27	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child evaluated about communicating	1000	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1041	<b>Mean</b>	41 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4P28	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Communication problem diagnosed	17	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	41	<b>Mean</b>	24 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1000 -1/.N=Not Applic
			1 -8/.D=Don't know
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4P29_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Speech impairment	5	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	24	<b>Mean</b>	19 1=Speech impairment
<b>Minimum</b>		<b>Maximum</b>	1017 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P29_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Language impairment	23	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	24	<b>Mean</b>	1 2=Language impairment
<b>Minimum</b>		<b>Maximum</b>	1017 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P29_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Autism or PDD	22	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	24	<b>Mean</b>	2 3=Autism or pervasive developmental delay (PDD)
<b>Minimum</b>		<b>Maximum</b>	1017 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P29_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Mental retardation/cogn. impairment	24	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	24	<b>Mean</b>	1017 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P29_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Emotional/behavior disability	23	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	24	<b>Mean</b>	1 5=Emotional/behavior disability
<b>Minimum</b>		<b>Maximum</b>	1017 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P29_6	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Other (specify)	22	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	24	<b>Mean</b>	2 6=Other
<b>Minimum</b>		<b>Maximum</b>	1017 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4P29_8	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Hearing impairment	22	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	24	<b>Mean</b>	2 8=Hearing impairment
<b>Minimum</b>		<b>Maximum</b>	1017 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P29_9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: No problem diagnosed	24	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	24	<b>Mean</b>	1017 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P30	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: diff in hearing/understanding speech	1004	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1041	<b>Mean</b>	37 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P31	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Evaluated over hearing/understanding	13	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	37	<b>Mean</b>	24 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1004 -1/.N=Not Applic
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P32	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Hearing problem diagnosed	7	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	24	<b>Mean</b>	17 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1017 -1/.N=Not Applic
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P33_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Ear infection	16	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	17	<b>Mean</b>	1 1=Ear infection
<b>Minimum</b>		<b>Maximum</b>	1024 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P33_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Hearing impairment/hard of hearing	7	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	17	<b>Mean</b>	10 2=Hearing impairment/hard of hearing
<b>Minimum</b>		<b>Maximum</b>	1024 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4P33_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Deafness	16	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	17	<b>Mean</b>	1 3=Deafness
<b>Minimum</b>		<b>Maximum</b>	1024 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P33_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Language impairment	13	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	17	<b>Mean</b>	4 4=Language impairment
<b>Minimum</b>		<b>Maximum</b>	1024 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P33_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Autism or PDD	16	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	17	<b>Mean</b>	1 5=Autism or pervasive developmental delay (PDD)
<b>Minimum</b>		<b>Maximum</b>	1024 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P33_6	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Mental retardation	16	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	17	<b>Mean</b>	1 6=Mental retardation
<b>Minimum</b>		<b>Maximum</b>	1024 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P33_7	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Emotional/behavior disability	17	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	17	<b>Mean</b>	1024 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P33_8	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Other (specify)	17	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	17	<b>Mean</b>	1024 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P33_9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: No problem diagnosed	17	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	17	<b>Mean</b>	1024 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4P34	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child wears hearing aid	7	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	9	<b>Mean</b>	2 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1031 -1/.N=Not Applic
			2 -9/.M=Missing
			2273 SYSMIS/.
<b>Name</b>	P4P35a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child have cochlear implants	6	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	8	<b>Mean</b>	2 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1031 -1/.N=Not Applic
			1 -8/.D=Don't know
			2 -9/.M=Missing
			2273 SYSMIS/.
<b>Name</b>	P4P35b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Effect on ability to hear/understand	1	1=greatly improves his/her hearing
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	4	<b>Mean</b>	3 2=somewhat improves his/her hearing
<b>Minimum</b>		<b>Maximum</b>	1037 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P36	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child has difficulty seeing	957	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1041	<b>Mean</b>	84 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P37	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child's vision evaluated by pro	11	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	84	<b>Mean</b>	73 1=Yes
<b>Minimum</b>		<b>Maximum</b>	957 -1/.N=Not Applic
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P38	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Vision problem diagnosed	7	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	73	<b>Mean</b>	66 1=Yes
<b>Minimum</b>		<b>Maximum</b>	968 -1/.N=Not Applic
			1 -8/.D=Don't know
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4P39_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Near sighted	43	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	63	<b>Mean</b>	20 1=Near sighted
<b>Minimum</b>		<b>Maximum</b>	975 -1/.N=Not Applicable
			4 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4P39_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Far sighted	35	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	63	<b>Mean</b>	28 2=Far sighted
<b>Minimum</b>		<b>Maximum</b>	975 -1/.N=Not Applicable
			4 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4P39_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Legally blind	63	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	63	<b>Mean</b>	975 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	4 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4P39_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Other (specify)	60	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	63	<b>Mean</b>	3 4=Other
<b>Minimum</b>		<b>Maximum</b>	975 -1/.N=Not Applicable
			4 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4P39_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Astigmatism	51	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	63	<b>Mean</b>	12 5=Astigmatism
<b>Minimum</b>		<b>Maximum</b>	975 -1/.N=Not Applicable
			4 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4P39_6	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Lazy eye/Amblyopia	56	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	63	<b>Mean</b>	7 6=Lazy eye/Amblyopia
<b>Minimum</b>		<b>Maximum</b>	975 -1/.N=Not Applicable
			4 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4P39a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child wears glasses/ contacts	9	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	66	<b>Mean</b>	57 1=Yes
<b>Minimum</b>		<b>Maximum</b>	975 -1/.N=Not Applic
			1 -8/.D=Don't know
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P4P39b	Frequency	Code and Description
<b>Label</b>	P4: Effect of glasses on C's eyesight	43	1=correctable with glasses
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	57	<b>Mean</b>	12 2=improvable with glasses
<b>Minimum</b>		<b>Maximum</b>	2 3=not correctable with glasses
			984 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2273 SYSMIS/.

Name	P4P40a	Frequency	Code and Description
<b>Label</b>	P4: Speech or language therapy	90	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	43 1=Yes
<b>Minimum</b>		<b>Maximum</b>	909 -1/.N=Not Applic
			2273 SYSMIS/.

Name	P4P40b	Frequency	Code and Description
<b>Label</b>	P4: Occupational therapy or OT	115	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	131	<b>Mean</b>	16 1=Yes
<b>Minimum</b>		<b>Maximum</b>	909 -1/.N=Not Applic
			2 -8/.D=Don't know
			2273 SYSMIS/.

Name	P4P40c	Frequency	Code and Description
<b>Label</b>	P4: Physical therapy or PT	120	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	13 1=Yes
<b>Minimum</b>		<b>Maximum</b>	909 -1/.N=Not Applic
			2273 SYSMIS/.

Name	P4P40d	Frequency	Code and Description
<b>Label</b>	P4: Vision services	109	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	132	<b>Mean</b>	23 1=Yes
<b>Minimum</b>		<b>Maximum</b>	909 -1/.N=Not Applic
			1 -8/.D=Don't know
			2273 SYSMIS/.

Name	P4P40e	Frequency	Code and Description
<b>Label</b>	P4: Hearing or audiology services	118	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	15 1=Yes
<b>Minimum</b>		<b>Maximum</b>	909 -1/.N=Not Applic
			2273 SYSMIS/.

Name	P4P40f	Frequency	Code and Description
<b>Label</b>	P4: Social work services	125	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	8 1=Yes
<b>Minimum</b>		<b>Maximum</b>	909 -1/.N=Not Applic
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4P40g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Psychological services	114	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	19 1=Yes
<b>Minimum</b>		<b>Maximum</b>	909 -1/.N=Not Applic
			2273 SYSMIS/.

<b>Name</b>	P4P40h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Parent support or training	122	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	11 1=Yes
<b>Minimum</b>		<b>Maximum</b>	909 -1/.N=Not Applic
			2273 SYSMIS/.

<b>Name</b>	P4P40i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Special classes with other children	112	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	21 1=Yes
<b>Minimum</b>		<b>Maximum</b>	909 -1/.N=Not Applic
			2273 SYSMIS/.

<b>Name</b>	P4P40j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Private tutoring or schooling	119	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	14 1=Yes
<b>Minimum</b>		<b>Maximum</b>	909 -1/.N=Not Applic
			2273 SYSMIS/.

<b>Name</b>	P4P40k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Instruction in Braille	1039	-1/.N=Not Applic
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	0	<b>Mean</b>	3 -8/.D=Don't know
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.

<b>Name</b>	P4P40l	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Instruction in sign language	7	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	9	<b>Mean</b>	2 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1031 -1/.N=Not Applic
			2 -9/.M=Missing
			2273 SYSMIS/.

<b>Name</b>	P4P40m	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Home visits	123	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	10 1=Yes
<b>Minimum</b>		<b>Maximum</b>	909 -1/.N=Not Applic
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4P41a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: EI pgm/svcs fr local school district	89	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	132	<b>Mean</b>	43 1=Yes
<b>Minimum</b>		<b>Maximum</b>	909 -1/.N=Not Applic
			1 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4P41b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: EI pgm/svcs fr health/soc svc agency	113	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	132	<b>Mean</b>	19 1=Yes
<b>Minimum</b>		<b>Maximum</b>	909 -1/.N=Not Applic
			1 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4P41c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: EI pgm/svcs fr health care provider	102	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	133	<b>Mean</b>	31 1=Yes
<b>Minimum</b>		<b>Maximum</b>	909 -1/.N=Not Applic
			2273 SYSMIS/.

<b>Name</b>	P4P41d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: EI pgm/svcs fr other source	131	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	132	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	909 -1/.N=Not Applic
			1 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4P42	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Any suggestion to get C evaluated	837	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	866	<b>Mean</b>	29 1=Yes
<b>Minimum</b>		<b>Maximum</b>	176 -1/.N=Not Applic
			2273 SYSMIS/.

<b>Name</b>	P4P42a01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Condition: Behavior problem	27	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	28	<b>Mean</b>	1 1=Behavior problem
<b>Minimum</b>		<b>Maximum</b>	1013 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4P42a02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Condition: Emotional problem	27	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	28	<b>Mean</b>	1 2=Emotional problem
<b>Minimum</b>		<b>Maximum</b>	1013 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4P42a03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Condition: Attention problem	24	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	28	<b>Mean</b>	4 3=Attention problem
<b>Minimum</b>		<b>Maximum</b>	1013 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P42a04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Condition: Developmental delay	26	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	28	<b>Mean</b>	2 4=Developmental delay
<b>Minimum</b>		<b>Maximum</b>	1013 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P42a05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Condition: Problem with use of arms or legs	27	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	28	<b>Mean</b>	1 5=Problem with use of arms or legs
<b>Minimum</b>		<b>Maximum</b>	1013 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P42a06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Condition: Oppositional defiant disorder	28	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	28	<b>Mean</b>	1013 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P42a07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Condition: Speech problem	21	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	28	<b>Mean</b>	7 7=Speech problem
<b>Minimum</b>		<b>Maximum</b>	1013 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P42a08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Condition: Hearing problem	25	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	28	<b>Mean</b>	3 8=Hearing problem
<b>Minimum</b>		<b>Maximum</b>	1013 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P42a09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Condition: Vision problem	19	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	28	<b>Mean</b>	9 9=Vision problem
<b>Minimum</b>		<b>Maximum</b>	1013 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4P42a10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Condition: Other (specify)	25	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	28	<b>Mean</b>	3 10=Other
<b>Minimum</b>		<b>Maximum</b>	1013 -1/.N=Not Applicable
			1 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P43	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Child has IEP or IFSP	949	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1035	<b>Mean</b>	86 1=Yes
<b>Minimum</b>		<b>Maximum</b>	7 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P44	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: R help develop IEP/IFSP for child	12	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	86	<b>Mean</b>	74 1=Yes
<b>Minimum</b>		<b>Maximum</b>	949 -1/.N=Not Applic
			7 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P45	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: HS staff or others developed IEP	75	1=School staff
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	85	<b>Mean</b>	10 2=Not school staff
<b>Minimum</b>		<b>Maximum</b>	949 -1/.N=Not Applic
			8 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P46	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: IEP services child is receiving	5	1=none of the services identified in the IEP or IFSP
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	82	<b>Mean</b>	20 2=some of the services
<b>Minimum</b>		<b>Maximum</b>	8 3=most of the services
			49 4=all of the services identified in the IEP or IFSP
			949 -1/.N=Not Applicable
			11 -8/.D=Don't know
			2273 SYSMIS/.
<b>Name</b>	P4P47	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: R's satisfaction w/ IEP services	3	1=very dissatisfied
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	75	<b>Mean</b>	1 2=somewhat dissatisfied
<b>Minimum</b>		<b>Maximum</b>	24 3=somewhat satisfied
			47 4=very satisfied
			954 -1/.N=Not Applicable
			13 -8/.D=Don't know
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P4Q01	Frequency	Code and Description
<b>Label</b>	P4: R's health status	259	1=Excellent
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	319 2=Very Good
<b>Minimum</b>		<b>Maximum</b>	318 3=Good
			128 4=Fair
			18 5=Poor
			2273 SYSMIS/.

Name	P4Q02a	Frequency	Code and Description
<b>Label</b>	P4: R's health cov: Private insurance	518	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1039	<b>Mean</b>	521 1=Yes
<b>Minimum</b>		<b>Maximum</b>	3 -8/.D=Don't know
			2273 SYSMIS/.

Name	P4Q02b	Frequency	Code and Description
<b>Label</b>	P4: R's health cov: Medicaid	686	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1040	<b>Mean</b>	354 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
			2273 SYSMIS/.

Name	P4Q02c	Frequency	Code and Description
<b>Label</b>	P4: R's health cov: Military health care	1030	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1041	<b>Mean</b>	11 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			2273 SYSMIS/.

Name	P4Q02d	Frequency	Code and Description
<b>Label</b>	P4: R's health cov: Indian health servc	1025	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1040	<b>Mean</b>	15 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2 -8/.D=Don't know
			2273 SYSMIS/.

Name	P4Q02e	Frequency	Code and Description
<b>Label</b>	P4: R's hlth cov: Medicare, oth govt pgm	1011	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	31 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.

Name	P4Q03	Frequency	Code and Description
<b>Label</b>	P4: Hlth impairment keeps R from working	947	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1039	<b>Mean</b>	92 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			2 -8/.D=Don't know
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4Q04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Limited in kind/amount of work	926	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1040	<b>Mean</b>	114 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			1 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4Q05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: R smoked tobacco in last 30 days	837	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1041	<b>Mean</b>	204 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			2273 SYSMIS/.

<b>Name</b>	P4Q06num	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Quantity cigarettes smoked per day	204	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	204	<b>Mean</b>	837 -1/.N=Not Applicable
<b>Minimum</b>	0	<b>Maximum</b>	5.59
			1 -7/.R=Refused
			2273 SYSMIS/.

<b>Name</b>	P4Q06cod	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Units code cigarettes smoked per day	156	1=Cigarettes
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	204	<b>Mean</b>	48 2=Packs
<b>Minimum</b>		<b>Maximum</b>	837 -1/.N=Not Applic
			1 -7/.R=Refused
			2273 SYSMIS/.

<b>Name</b>	P4Q07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Anyone else in hhold smoked tobacco	880	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1041	<b>Mean</b>	161 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1 -7/.R=Refused
			2273 SYSMIS/.

<b>Name</b>	P4Q08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: No of others that smoke in R home	160	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	160	<b>Mean</b>	880 -1/.N=Not Applicable
<b>Minimum</b>	1	<b>Maximum</b>	1.23
			1 -7/.R=Refused
			1 -8/.D=Don't know
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4Q09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Freq. R drinks alcoholic beverages	754	0=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1039	<b>Mean</b>	180 1=Less than once a week
<b>Minimum</b>		<b>Maximum</b>	91 2=1 or 2 days per week
			11 3=3 or 4 days per week
			1 4=5 or 6 days per week
			2 5=Every day
			2 -7/.R=Refused
			1 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4Q10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Number/day of alcoholic beverages	284	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	284	<b>Mean</b>	2.17
<b>Minimum</b>	1	<b>Maximum</b>	10
			754 -1/.N=Not Applicable
			3 -7/.R=Refused
			1 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4Q11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Anyone else in R home that drinks	845	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	197 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.

<b>Name</b>	P4Q12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: No of others that drink in R home	197	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	197	<b>Mean</b>	1.17
<b>Minimum</b>	0	<b>Maximum</b>	3
			845 -1/.N=Not Applicable
			2273 SYSMIS/.

<b>Name</b>	P4Q13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Anyone in R household uses drugs	1040	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	2 1=Yes
<b>Minimum</b>		<b>Maximum</b>	2273 SYSMIS/.

<b>Name</b>	P4Q14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: No of people in R hhold use drugs	2	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	2	<b>Mean</b>	0.50
<b>Minimum</b>	0	<b>Maximum</b>	1
			1040 -1/.N=Not Applicable
			2273 SYSMIS/.

<b>Name</b>	P4T01a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Help to watch C when R runs errand	107	1=Never true
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1038	<b>Mean</b>	351 2=Sometimes true
<b>Minimum</b>		<b>Maximum</b>	580 3=Always true
			4 -8/.D=Don't know
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4T01b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Help w/ ride to get child to doctor	77	1=Never true
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1039	<b>Mean</b>	197 2=Sometimes true
<b>Minimum</b>		<b>Maximum</b>	765 3=Always true
			3 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4T01c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Others check when child is sick	74	1=Never true
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1041	<b>Mean</b>	244 2=Sometimes true
<b>Minimum</b>		<b>Maximum</b>	723 3=Always true
			1 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4T01d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Other to talk to when problem w/ HS	70	1=Never true
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	196 2=Sometimes true
<b>Minimum</b>		<b>Maximum</b>	776 3=Always true
			2273 SYSMIS/.

<b>Name</b>	P4T01e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Others will loan emergency cash	106	1=Never true
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1040	<b>Mean</b>	290 2=Sometimes true
<b>Minimum</b>		<b>Maximum</b>	644 3=Always true
			2 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4T01f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: R has someone to talk to for advice	41	1=Never true
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1042	<b>Mean</b>	204 2=Sometimes true
<b>Minimum</b>		<b>Maximum</b>	797 3=Always true
			2273 SYSMIS/.

<b>Name</b>	P4T02a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: How helpful father has been	263	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1038	<b>Mean</b>	134 2=Somewhat helpful
<b>Minimum</b>		<b>Maximum</b>	498 3=Very helpful
			143 4=NOT APPLICABLE
			4 -7/.R=Refused
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	P4T02b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: How helpful mother has been			26	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source	23	2=Somewhat helpful
<b>Valid N</b>	1040	<b>Mean</b>		65	3=Very helpful
<b>Minimum</b>		<b>Maximum</b>		926	4=NOT APPLICABLE
					2 -8/.D=Don't know
					2273 SYSMIS/.

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<b>Name</b>	P4T02c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: How helpful spouse/partner is			44	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source	66	2=Somewhat helpful
<b>Valid N</b>	1035	<b>Mean</b>		265	3=Very helpful
<b>Minimum</b>		<b>Maximum</b>		660	4=NOT APPLICABLE
					4 -7/.R=Refused
					3 -8/.D=Don't know
					2273 SYSMIS/.

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<b>Name</b>	P4T02d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: How helpful grandparents are			125	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source	178	2=Somewhat helpful
<b>Valid N</b>	1041	<b>Mean</b>		610	3=Very helpful
<b>Minimum</b>		<b>Maximum</b>		128	4=NOT APPLICABLE
					1 -7/.R=Refused
					2273 SYSMIS/.

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<b>Name</b>	P4T02e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: How helpful other relatives are			170	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source	325	2=Somewhat helpful
<b>Valid N</b>	1042	<b>Mean</b>		491	3=Very helpful
<b>Minimum</b>		<b>Maximum</b>		56	4=NOT APPLICABLE
					2273 SYSMIS/.

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<b>Name</b>	P4T02f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: How helpful friends have been			212	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source	383	2=Somewhat helpful
<b>Valid N</b>	1041	<b>Mean</b>		372	3=Very helpful
<b>Minimum</b>		<b>Maximum</b>		74	4=NOT APPLICABLE
					1 -8/.D=Don't know
					2273 SYSMIS/.

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## Codebook for Child-Level PUF, continued

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<b>Name</b>	P4T02g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: How helpful coworkers have been			369	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source	184	2=Somewhat helpful
<b>Valid N</b>	1041	<b>Mean</b>		137	3=Very helpful
<b>Minimum</b>		<b>Maximum</b>		351	4=NOT APPLICABLE
					1 -8/.D=Don't know
				2273	SYSMIS/.

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<b>Name</b>	P4T02h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: How helpful social workers are			300	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source	163	2=Somewhat helpful
<b>Valid N</b>	1038	<b>Mean</b>		179	3=Very helpful
<b>Minimum</b>		<b>Maximum</b>		396	4=NOT APPLICABLE
					4 -8/.D=Don't know
				2273	SYSMIS/.

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<b>Name</b>	P4T02i			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: How helpful Head Start staff is			112	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source	309	2=Somewhat helpful
<b>Valid N</b>	1039	<b>Mean</b>		569	3=Very helpful
<b>Minimum</b>		<b>Maximum</b>		49	4=NOT APPLICABLE
					3 -8/.D=Don't know
				2273	SYSMIS/.

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<b>Name</b>	P4T02j			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: How helpful other parents are			335	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source	269	2=Somewhat helpful
<b>Valid N</b>	1041	<b>Mean</b>		188	3=Very helpful
<b>Minimum</b>		<b>Maximum</b>		249	4=NOT APPLICABLE
					1 -8/.D=Don't know
				2273	SYSMIS/.

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<b>Name</b>	P4T02k			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: How helpful other childcare is			315	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source	156	2=Somewhat helpful
<b>Valid N</b>	1040	<b>Mean</b>		179	3=Very helpful
<b>Minimum</b>		<b>Maximum</b>		390	4=NOT APPLICABLE
					2 -8/.D=Don't know
				2273	SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	P4T02l			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: How helpful religious members are			313	1=Not very helpful
<b>Format</b>	Num	<b>Type</b>	Source	194	2=Somewhat helpful
<b>Valid N</b>	1041	<b>Mean</b>		305	3=Very helpful
<b>Minimum</b>		<b>Maximum</b>		229	4=NOT APPLICABLE
				1	-8/.D=Don't know
				2273	SYSMIS/.
<b>Name</b>	P4T02m			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Anyone else been helpful			78	2=Somewhat helpful
<b>Format</b>	Num	<b>Type</b>	Source	140	3=Very helpful
<b>Valid N</b>	218	<b>Mean</b>		823	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1	-8/.D=Don't know
				2273	SYSMIS/.
<b>Name</b>	P4U01a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Bothered by things			700	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source	192	2=Some or a Little
<b>Valid N</b>	1035	<b>Mean</b>		109	3=Occasionally or Moderate
<b>Minimum</b>		<b>Maximum</b>		34	4=Most or All
				3	-7/.R=Refused
				4	-8/.D=Don't know
				2273	SYSMIS/.
<b>Name</b>	P4U01b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Your appetite was poor			763	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source	160	2=Some or a Little
<b>Valid N</b>	1040	<b>Mean</b>		82	3=Occasionally or Moderate
<b>Minimum</b>		<b>Maximum</b>		35	4=Most or All
				1	-7/.R=Refused
				1	-8/.D=Don't know
				2273	SYSMIS/.
<b>Name</b>	P4U01c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Could not shake off the blues			857	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source	107	2=Some or a Little
<b>Valid N</b>	1041	<b>Mean</b>		58	3=Occasionally or Moderate
<b>Minimum</b>		<b>Maximum</b>		19	4=Most or All
				1	-7/.R=Refused
				2273	SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	P4U01d	Frequency	Code and Description
<b>Label</b>	P4: Trouble keeping mind on track	751	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1040	<b>Mean</b>	181 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	76 3=Occasionally or Moderate
			32 4=Most or All
			1 -7/.R=Refused
			1 -8/.D=Don't know
			2273 SYSMIS/.

Name	P4U01e	Frequency	Code and Description
<b>Label</b>	P4: Depressed	814	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1041	<b>Mean</b>	138 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	58 3=Occasionally or Moderate
			31 4=Most or All
			1 -7/.R=Refused
			2273 SYSMIS/.

Name	P4U01f	Frequency	Code and Description
<b>Label</b>	P4: Everything was an effort	605	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1038	<b>Mean</b>	163 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	77 3=Occasionally or Moderate
			193 4=Most or All
			1 -7/.R=Refused
			3 -8/.D=Don't know
			2273 SYSMIS/.

Name	P4U01g	Frequency	Code and Description
<b>Label</b>	P4: Fearful	898	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1038	<b>Mean</b>	82 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	31 3=Occasionally or Moderate
			27 4=Most or All
			4 -8/.D=Don't know
			2273 SYSMIS/.

Name	P4U01h	Frequency	Code and Description
<b>Label</b>	P4: Your sleep was restless	634	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1039	<b>Mean</b>	231 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	106 3=Occasionally or Moderate
			68 4=Most or All
			1 -7/.R=Refused
			2 -8/.D=Don't know
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4U01i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: You talked less than usual	818	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1040	<b>Mean</b>	149 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	53 3=Occasionally or Moderate
			20 4=Most or All
			1 -7/.R=Refused
			1 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4U01j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: You felt lonely	852	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1041	<b>Mean</b>	113 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	54 3=Occasionally or Moderate
			22 4=Most or All
			1 -7/.R=Refused
			2273 SYSMIS/.

<b>Name</b>	P4U01k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: You felt sad	780	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1041	<b>Mean</b>	175 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	66 3=Occasionally or Moderate
			20 4=Most or All
			1 -7/.R=Refused
			2273 SYSMIS/.

<b>Name</b>	P4U01l	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: You could not get 'going'	761	1=Rarely or Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1040	<b>Mean</b>	191 2=Some or a Little
<b>Minimum</b>		<b>Maximum</b>	70 3=Occasionally or Moderate
			18 4=Most or All
			1 -7/.R=Refused
			1 -8/.D=Don't know
			2273 SYSMIS/.

<b>Name</b>	P4Y01a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: R able to understand q's easily	1041	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1041	<b>Mean</b>	6.51
<b>Minimum</b>	1	<b>Maximum</b>	7
			1 -9/.M=Missing
			2273 SYSMIS/.

<b>Name</b>	P4Y01b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: The respondent was truthful	1041	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1041	<b>Mean</b>	6.68
<b>Minimum</b>	1	<b>Maximum</b>	7
			1 -9/.M=Missing
			2273 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	P4Y01c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: The respondent was accurate			1041	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1	-9/.M=Missing
<b>Valid N</b>	1041	<b>Mean</b>	6.59	2273	SYSMIS/.
<b>Minimum</b>	1	<b>Maximum</b>	7		
<b>Name</b>	P4Y01d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: R Interested in the interview			1041	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1	-9/.M=Missing
<b>Valid N</b>	1041	<b>Mean</b>	6.63	2273	SYSMIS/.
<b>Minimum</b>	1	<b>Maximum</b>	7		
<b>Name</b>	P4Y01e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Respondent was cooperative			1041	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1	-9/.M=Missing
<b>Valid N</b>	1041	<b>Mean</b>	6.74	2273	SYSMIS/.
<b>Minimum</b>	1	<b>Maximum</b>	7		
<b>Name</b>	P4Y01f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: R had no English lang problem			1038	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	3	-8/.D=Don't know
<b>Valid N</b>	1038	<b>Mean</b>	4.05	1	-9/.M=Missing
<b>Minimum</b>	1	<b>Maximum</b>	7	2273	SYSMIS/.
<b>Name</b>	P4Y01g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Interviewed w/out interruptions			1040	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	2	-9/.M=Missing
<b>Valid N</b>	1040	<b>Mean</b>	5.14	2273	SYSMIS/.
<b>Minimum</b>	1	<b>Maximum</b>	7		
<b>Name</b>	P4Y01h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Your opinion about the data			1040	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	2	-9/.M=Missing
<b>Valid N</b>	1040	<b>Mean</b>	6.60	2273	SYSMIS/.
<b>Minimum</b>	1	<b>Maximum</b>	7		
<b>Name</b>	P4Y_Z1			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Interviewed with an interpreter			961	0=No
<b>Format</b>	Num	<b>Type</b>	Source	79	1=Yes
<b>Valid N</b>	1040	<b>Mean</b>		2	-9/.M=Missing
<b>Minimum</b>		<b>Maximum</b>		2273	SYSMIS/.
<b>Name</b>	P4Y_Z2			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	P4: Language used			78	12=Spanish
<b>Format</b>	Num	<b>Type</b>	Source	1	21=Other
<b>Valid N</b>	79	<b>Mean</b>		961	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		2	-9/.M=Missing
				2273	SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	T3_2Class	Frequency	Code and Description
<b>Label</b>	T3: 2-classroom Interview status	971	0=one class
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1177	<b>Mean</b>	94 1=class #1 (of 2)
<b>Minimum</b>		<b>Maximum</b>	106 2=class #2 (of 2)
			6 22=cl #2(missing)
			1015 -1/.N=Not Applicable
			1123 SYSMIS/.

Name	T3_Date	Frequency	Code and Description
<b>Label</b>	T3: Interview completed date	357	March 2008
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1177	<b>Mean</b>	648 April 2008
<b>Minimum</b>		<b>Maximum</b>	172 May 2008
			1015 -1/.N=Not Applic
			1123 SYSMIS/.

Name	T3_S01	Frequency	Code and Description
<b>Label</b>	T3: Confirm: previously completed interview for FACES?	2	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	482	<b>Mean</b>	480 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1576 -1/.N=Not Applic
			134 -9/.M=Missing
			1123 SYSMIS/.

Name	T3_S01c	Frequency	Code and Description
<b>Label</b>	T3: Confirm: NOT teaching this class at previous intvw	154	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	697	<b>Mean</b>	543 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1495 -1/.N=Not Applic
			1123 SYSMIS/.

Name	T3_S02	Frequency	Code and Description
<b>Label</b>	T3: When did you become the teacher of this class	541	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	541	<b>Mean</b>	2006.25
<b>Minimum</b>	1982	<b>Maximum</b>	2008
			1649 -1/.N=Not Applicable
			2 -9/.M=Missing
			1123 SYSMIS/.

Name	T3_S03	Frequency	Code and Description
<b>Label</b>	T3: Teach in HS before teaching this class	100	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	543	<b>Mean</b>	443 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1649 -1/.N=Not Applic
			1123 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	T3_S04	Frequency	Code and Description
<b>Label</b>	T3: Where were you teaching before this class	63	1=in the same classroom as an assistant teacher
<b>Format</b>	Num	181	2=in a different classroom at the same Head Start center
<b>Valid N</b>	443	162	3=at a different Head Start center operated by the same program
<b>Minimum</b>		23	4=at a Head Start center operated by a different program
		14	5=somewhere else
		1749	-1/.N=Not Applicable
		1123	SYSMIS/.

Name	T3_S05	Frequency	Code and Description
<b>Label</b>	T3: Your position before this class	288	1=Lead teacher
<b>Format</b>	Num	148	2=Assitant teacher/teacher aide
<b>Valid N</b>	443	1	3=Part-time substitute teacher
<b>Minimum</b>		3	5=Coordinator/supervisor (e.g., educational coordinator)
		1	6=Center director
		2	7=Something else
		1749	-1/.N=Not Applicable
		1123	SYSMIS/.

Name	T3_S06	Frequency	Code and Description
<b>Label</b>	T3: Where were you working before this class	44	1=at an early childhood education or child care center
<b>Format</b>	Num	4	2=at a family-based child care (family day care)
<b>Valid N</b>	100	4	3=in a state sponsored preK program
<b>Minimum</b>		7	4=in a kindergarten classroom
		9	5=in an elementary school classroom
		12	6=in a non-education setting
		13	7=not working full-time
		7	8=somewhere else
		2092	-1/.N=Not Applicable
		1123	SYSMIS/.

Name	T3_S07	Frequency	Code and Description
<b>Label</b>	T3: Your position at previous center or class	37	1=Lead teacher
<b>Format</b>	Num	8	2=Assitant teacher/teacher aide
<b>Valid N</b>	68	1	3=Part-time substitute teacher
<b>Minimum</b>		2	5=Coordinator/supervisor (e.g., educational coordinator)
		7	6=Center director
		13	7=Something else
		2124	-1/.N=Not Applicable
		1123	SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	T3A00_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: How many children are enrolled in this class	6	8
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1171	<b>Mean</b>	17.94
<b>Minimum</b>	8	<b>Maximum</b>	21
			6 12
			5 13
			19 14
			71 15
			71 16
			335 17
			137 18
			131 19
			355 20
			23 21 or more
			1015 -1/.N=Not Applic
			6 -9/.M=Missing
			1123 SYSMIS/.

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<b>Name</b>	T3A00_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: How many lead teachers are with this class	3	0
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1161	<b>Mean</b>	1.03
<b>Minimum</b>	0	<b>Maximum</b>	2
			1125 1
			33 2 or more
			1015 -1/.N=Not Applic
			4 -7/.R=Refused
			6 -8/.D=Don't know
			6 -9/.M=Missing
			1123 SYSMIS/.

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<b>Name</b>	T3A00_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: How many assistant teachers	26	0
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1161	<b>Mean</b>	1.04
<b>Minimum</b>	0	<b>Maximum</b>	2
			1062 1
			73 2 or more
			1015 -1/.N=Not Applic
			4 -7/.R=Refused
			6 -8/.D=Don't know
			6 -9/.M=Missing
			1123 SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	T3A00_4	Frequency	Code and Description
<b>Label</b>	T3: How many paid aides	664	0
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1160	<b>Mean</b>	0.48
<b>Minimum</b>	0	<b>Maximum</b>	3

2 3 or more  
 1015 -1/.N=Not Applic  
 4 -7/.R=Refused  
 7 -8/.D=Don't know  
 6 -9/.M=Missing  
 1123 SYSMIS/.

Name	T3A01a	Frequency	Code and Description
<b>Label</b>	T3: Teacher-directed whole class	633	2=Half hour or less
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	

405 3=About one hour  
 77 4=About two hours  
 52 5=Three hours or more  
 1015 -1/.N=Not Applicable  
 4 -7/.R=Refused  
 6 -9/.M=Missing  
 1123 SYSMIS/.

Name	T3A01b	Frequency	Code and Description
<b>Label</b>	T3: Teacher-directed small group	4	1=No time
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1165	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	

870 2=Half hour or less  
 214 3=About one hour  
 53 4=About two hours  
 24 5=Three hours or more  
 1015 -1/.N=Not Applicable  
 4 -7/.R=Refused  
 2 -8/.D=Don't know  
 6 -9/.M=Missing  
 1123 SYSMIS/.

Name	T3A01c	Frequency	Code and Description
<b>Label</b>	T3: Teacher-directed individual	31	1=No time
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1164	<b>Mean</b>	
<b>Minimum</b>		<b>Maximum</b>	

895 2=Half hour or less  
 177 3=About one hour  
 54 4=About two hours  
 7 5=Three hours or more  
 1015 -1/.N=Not Applicable  
 4 -7/.R=Refused  
 3 -8/.D=Don't know  
 6 -9/.M=Missing  
 1123 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	T3A01d	Frequency	Code and Description
<b>Label</b>	T3: Child-selected activities	9	1=No time
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	166 2=Half hour or less
<b>Minimum</b>		<b>Maximum</b>	559 3=About one hour
			316 4=About two hours
			117 5=Three hours or more
			1015 -1/.N=Not Applicable
			4 -7/.R=Refused
			6 -9/.M=Missing
			1123 SYSMIS/.

Name	T3A02a	Frequency	Code and Description
<b>Label</b>	T3: Learning names of letters	1167	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	5.78
<b>Minimum</b>	2	<b>Maximum</b>	6
			1015 -1/.N=Not Applicable
			4 -7/.R=Refused
			6 -9/.M=Missing
			1123 SYSMIS/.

Name	T3A02b	Frequency	Code and Description
<b>Label</b>	T3: Write letters of the alphabet	1167	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	5.49
<b>Minimum</b>	1	<b>Maximum</b>	6
			1015 -1/.N=Not Applicable
			4 -7/.R=Refused
			6 -9/.M=Missing
			1123 SYSMIS/.

Name	T3A02c	Frequency	Code and Description
<b>Label</b>	T3: Discuss new words	1167	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	5.50
<b>Minimum</b>	1	<b>Maximum</b>	6
			1015 -1/.N=Not Applicable
			4 -7/.R=Refused
			6 -9/.M=Missing
			1123 SYSMIS/.

Name	T3A02d	Frequency	Code and Description
<b>Label</b>	T3: Dictate stories to a teacher	1167	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	4.92
<b>Minimum</b>	1	<b>Maximum</b>	6
			1015 -1/.N=Not Applicable
			4 -7/.R=Refused
			6 -9/.M=Missing
			1123 SYSMIS/.

Name	T3A02e	Frequency	Code and Description
<b>Label</b>	T3: Work on phonics	1157	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1157	<b>Mean</b>	5.28
<b>Minimum</b>	1	<b>Maximum</b>	6
			1015 -1/.N=Not Applicable
			4 -7/.R=Refused
			10 -8/.D=Don't know
			6 -9/.M=Missing
			1123 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	T3A02f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Listen to stories with print			4	3=Two or three times a month
<b>Format</b>	Num	<b>Type</b>	Source	42	4=Once or twice a week
<b>Valid N</b>	1167	<b>Mean</b>		71	5=Three or four times a week
<b>Minimum</b>		<b>Maximum</b>		1050	6=Every day
				1015	-1/.N=Not Applicable
				4	-7/.R=Refused
				6	-9/.M=Missing
				1123	SYSMIS/.

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<b>Name</b>	T3A02g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Listen to stories, no print			522	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	92	2=Once a month or less
<b>Valid N</b>	1165	<b>Mean</b>		28	3=Two or three times a month
<b>Minimum</b>		<b>Maximum</b>		174	4=Once or twice a week
				75	5=Three or four times a week
				274	6=Every day
				1015	-1/.N=Not Applicable
				4	-7/.R=Refused
				2	-8/.D=Don't know
				6	-9/.M=Missing
				1123	SYSMIS/.

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<b>Name</b>	T3A02h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Retell stories			10	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	27	2=Once a month or less
<b>Valid N</b>	1167	<b>Mean</b>		64	3=Two or three times a month
<b>Minimum</b>		<b>Maximum</b>		264	4=Once or twice a week
				249	5=Three or four times a week
				553	6=Every day
				1015	-1/.N=Not Applicable
				4	-7/.R=Refused
				6	-9/.M=Missing
				1123	SYSMIS/.

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## Codebook for Child-Level PUF, continued

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<b>Name</b>	T3A02i			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Learn conventions of print			4	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	15	2=Once a month or less
<b>Valid N</b>	1167	<b>Mean</b>		45	3=Two or three times a month
<b>Minimum</b>		<b>Maximum</b>		99	4=Once or twice a week
				107	5=Three or four times a week
				897	6=Every day
				1015	-1/.N=Not Applicable
				4	-7/.R=Refused
				6	-9/.M=Missing
				1123	SYSMIS/.

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<b>Name</b>	T3A02j			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Write own name			2	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	1	2=Once a month or less
<b>Valid N</b>	1167	<b>Mean</b>		5	3=Two or three times a month
<b>Minimum</b>		<b>Maximum</b>		87	4=Once or twice a week
				153	5=Three or four times a week
				919	6=Every day
				1015	-1/.N=Not Applicable
				4	-7/.R=Refused
				6	-9/.M=Missing
				1123	SYSMIS/.

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<b>Name</b>	T3A02k			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Rhyming words and word families			4	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	25	2=Once a month or less
<b>Valid N</b>	1167	<b>Mean</b>		109	3=Two or three times a month
<b>Minimum</b>		<b>Maximum</b>		309	4=Once or twice a week
				307	5=Three or four times a week
				413	6=Every day
				1015	-1/.N=Not Applicable
				4	-7/.R=Refused
				6	-9/.M=Missing
				1123	SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	T3A02I	Frequency	Code and Description
<b>Label</b>	T3: Learn about common prepositions	2	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	33 2=Once a month or less
<b>Minimum</b>		<b>Maximum</b>	90 3=Two or three times a month
			223 4=Once or twice a week
			152 5=Three or four times a week
			667 6=Every day
			1015 -1/.N=Not Applicable
			4 -7/.R=Refused
			6 -9/.M=Missing
			1123 SYSMIS/.

Name	T3A03a	Frequency	Code and Description
<b>Label</b>	T3: Freq of count out loud	1	3=Two or three times a month
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	15 4=Once or twice a week
<b>Minimum</b>		<b>Maximum</b>	72 5=Three or four times a week
			1079 6=Every day
			1015 -1/.N=Not Applicable
			4 -7/.R=Refused
			6 -9/.M=Missing
			1123 SYSMIS/.

Name	T3A03b	Frequency	Code and Description
<b>Label</b>	T3: Freq of work with geometric manipulatives	13	3=Two or three times a month
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	81 4=Once or twice a week
<b>Minimum</b>		<b>Maximum</b>	174 5=Three or four times a week
			899 6=Every day
			1015 -1/.N=Not Applicable
			4 -7/.R=Refused
			6 -9/.M=Missing
			1123 SYSMIS/.

Name	T3A03c	Frequency	Code and Description
<b>Label</b>	T3: Freq of work with counting manipulatives	16	2=Once a month or less
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	11 3=Two or three times a month
<b>Minimum</b>		<b>Maximum</b>	144 4=Once or twice a week
			193 5=Three or four times a week
			803 6=Every day
			1015 -1/.N=Not Applicable
			4 -7/.R=Refused
			6 -9/.M=Missing
			1123 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	T3A03d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Freq of play math-related games			5	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	31	2=Once a month or less
<b>Valid N</b>	1167	<b>Mean</b>		36	3=Two or three times a month
<b>Minimum</b>		<b>Maximum</b>		223	4=Once or twice a week
				238	5=Three or four times a week
				634	6=Every day
				1015	-1/.N=Not Applicable
				4	-7/.R=Refused
				6	-9/.M=Missing
				1123	SYSMIS/.

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<b>Name</b>	T3A03e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Freq of use music to understand math concepts			27	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	61	2=Once a month or less
<b>Valid N</b>	1167	<b>Mean</b>		63	3=Two or three times a month
<b>Minimum</b>		<b>Maximum</b>		256	4=Once or twice a week
				168	5=Three or four times a week
				592	6=Every day
				1015	-1/.N=Not Applicable
				4	-7/.R=Refused
				6	-9/.M=Missing
				1123	SYSMIS/.

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<b>Name</b>	T3A03f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Freq of use movement/drama to understand math concepts			35	1=Never
<b>Format</b>	Num	<b>Type</b>	Source	66	2=Once a month or less
<b>Valid N</b>	1157	<b>Mean</b>		92	3=Two or three times a month
<b>Minimum</b>		<b>Maximum</b>		240	4=Once or twice a week
				196	5=Three or four times a week
				528	6=Every day
				1015	-1/.N=Not Applicable
				4	-7/.R=Refused
				10	-8/.D=Don't know
				6	-9/.M=Missing
				1123	SYSMIS/.

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## Codebook for Child-Level PUF, continued

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<b>Name</b>	T3A03g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Freq of work with measuring instruments	3	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	27 2=Once a month or less
<b>Minimum</b>		<b>Maximum</b>	133 3=Two or three times a month
			324 4=Once or twice a week
			185 5=Three or four times a week
			495 6=Every day
			1015 -1/.N=Not Applicable
			4 -7/.R=Refused
			6 -9/.M=Missing
			1123 SYSMIS/.

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<b>Name</b>	T3A03h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Freq of engage in calendar-related activities	50	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	22 2=Once a month or less
<b>Minimum</b>		<b>Maximum</b>	19 3=Two or three times a month
			44 4=Once or twice a week
			47 5=Three or four times a week
			985 6=Every day
			1015 -1/.N=Not Applicable
			4 -7/.R=Refused
			6 -9/.M=Missing
			1123 SYSMIS/.

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<b>Name</b>	T3A03i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Freq of engage in activities related to telling time	76	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	64 2=Once a month or less
<b>Minimum</b>		<b>Maximum</b>	47 3=Two or three times a month
			185 4=Once or twice a week
			126 5=Three or four times a week
			669 6=Every day
			1015 -1/.N=Not Applicable
			4 -7/.R=Refused
			6 -9/.M=Missing
			1123 SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	T3A03j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Freq of engage in activities with shapes and patterns	1	1=Never
<b>Format</b>	Num	8	2=Once a month or less
<b>Valid N</b>	1167	27	3=Two or three times a month
<b>Minimum</b>		137	4=Once or twice a week
		127	5=Three or four times a week
		867	6=Every day
		1015	-1/.N=Not Applicable
		4	-7/.R=Refused
		6	-9/.M=Missing
		1123	SYSMIS/.
<b>Name</b>	T3A04_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: English used in class	4	0=No
<b>Format</b>	Num	1163	1=English
<b>Valid N</b>	1167	1015	-1/.N=Not Applicable
<b>Minimum</b>		4	-7/.R=Refused
		6	-9/.M=Missing
		1123	SYSMIS/.
<b>Name</b>	T3A04_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Spanish used in class	769	0=No
<b>Format</b>	Num	398	2=Spanish
<b>Valid N</b>	1167	1015	-1/.N=Not Applicable
<b>Minimum</b>		4	-7/.R=Refused
		6	-9/.M=Missing
		1123	SYSMIS/.
<b>Name</b>	T3A04_9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Other language used in class (specify)	1117	0=No
<b>Format</b>	Num	50	9=Other language
<b>Valid N</b>	1167	1015	-1/.N=Not Applicable
<b>Minimum</b>		4	-7/.R=Refused
		6	-9/.M=Missing
		1123	SYSMIS/.
<b>Name</b>	T3A05_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Teach in English?	412	1=Yes
<b>Format</b>	Num	1770	-1/.N=Not Applic
<b>Valid N</b>	412	10	-9/.M=Missing
<b>Minimum</b>		1123	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	T3A05_2			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Teach in Spanish?			62	0=No
<b>Format</b>	Num	<b>Type</b>	Source	336	1=Yes
<b>Valid N</b>	398	<b>Mean</b>		1784	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		10	-9/.M=Missing
				1123	SYSMIS/.
<b>Name</b>	T3A05_9			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Teach in other language			22	0=No
<b>Format</b>	Num	<b>Type</b>	Source	28	1=Yes
<b>Valid N</b>	50	<b>Mean</b>		2132	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		10	-9/.M=Missing
				1123	SYSMIS/.
<b>Name</b>	T3A06			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Specific or combination of curricula used			851	1=Yes, specific curriculum
<b>Format</b>	Num	<b>Type</b>	Source	320	2=Yes, combination
<b>Valid N</b>	1177	<b>Mean</b>		6	3=No
<b>Minimum</b>		<b>Maximum</b>		1015	-1/.N=Not Applicable
				1123	SYSMIS/.
<b>Name</b>	T3A07_11			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Creative curriculum			417	0=No
<b>Format</b>	Num	<b>Type</b>	Source	753	11=Creative Curriculum
<b>Valid N</b>	1170	<b>Mean</b>		1021	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1	-8/.D=Don't know
				1123	SYSMIS/.
<b>Name</b>	T3A07_12			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: High Scope			931	0=No
<b>Format</b>	Num	<b>Type</b>	Source	239	12=High/Scope
<b>Valid N</b>	1170	<b>Mean</b>		1021	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1	-8/.D=Don't know
				1123	SYSMIS/.
<b>Name</b>	T3A07_13			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: High Reach			1150	0=No
<b>Format</b>	Num	<b>Type</b>	Source	20	13=High Reach
<b>Valid N</b>	1170	<b>Mean</b>		1021	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1	-8/.D=Don't know
				1123	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	T3A07_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Let's begin with the letter people	1139	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1170	<b>Mean</b>	31 14=Let's Begin with the Letter People
<b>Minimum</b>		<b>Maximum</b>	1021 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1123 SYSMIS/.
<b>Name</b>	T3A07_15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Montessori	1170	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1170	<b>Mean</b>	1021 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			1123 SYSMIS/.
<b>Name</b>	T3A07_16	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Bank street	1170	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1170	<b>Mean</b>	1021 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			1123 SYSMIS/.
<b>Name</b>	T3A07_17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Child centered classrooms	1132	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1170	<b>Mean</b>	38 17=CreatngChildCntrdClassrms-StepByStep
<b>Minimum</b>		<b>Maximum</b>	1021 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1123 SYSMIS/.
<b>Name</b>	T3A07_18	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Scholastic curriculum	1081	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1170	<b>Mean</b>	89 18=Scholastic curriculum
<b>Minimum</b>		<b>Maximum</b>	1021 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1123 SYSMIS/.
<b>Name</b>	T3A07_19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Locally designed curriculum	1111	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1170	<b>Mean</b>	59 19=Locally designed curriculum
<b>Minimum</b>		<b>Maximum</b>	1021 -1/.N=Not Applicable
			1 -8/.D=Don't know
			1123 SYSMIS/.
<b>Name</b>	T3A07_20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Curiosity corner	1170	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1170	<b>Mean</b>	1021 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	1 -8/.D=Don't know
			1123 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	T3A07_21			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Other (specify)			934	0=No
<b>Format</b>	Num	<b>Type</b>	Source	234	21=Other (from A7)
<b>Valid N</b>	1168	<b>Mean</b>		1021	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1	-8/.D=Don't know
				2	-9/.M=Missing
				1123	SYSMIS/.
<b>Name</b>	T3A08			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: What is your main curriculum?			111	11=Creative Curriculum
<b>Format</b>	Num	<b>Type</b>	Source	35	12=High/Scope
<b>Valid N</b>	260	<b>Mean</b>		11	18=Scholastic curriculum
<b>Minimum</b>		<b>Maximum</b>		47	19=Locally designed curriculum
				47	21=Other (from A7)
				9	22=Other
				1931	-1/.N=Not Applicable
				1	-9/.M=Missing
				1123	SYSMIS/.
<b>Name</b>	T3A09			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Have you received training?			15	0=No
<b>Format</b>	Num	<b>Type</b>	Source	1156	1=Yes
<b>Valid N</b>	1171	<b>Mean</b>		1021	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1123	SYSMIS/.
<b>Name</b>	T3A10			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: How many hours of training in past 12 months			1150	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1036	-1/.N=Not Applicable
<b>Valid N</b>	1150	<b>Mean</b>	17.51	6	-8/.D=Don't know
<b>Minimum</b>	0	<b>Maximum</b>	256	1123	SYSMIS/.
<b>Name</b>	T3A11			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Who provided the most training?			695	1=Staff from this Head Start program
<b>Format</b>	Num	<b>Type</b>	Source	14	2=Staff from another Head Start program
<b>Valid N</b>	1156	<b>Mean</b>		288	3=Staff or consultant(s) from curriculum developers
<b>Minimum</b>		<b>Maximum</b>		32	4=Faculty from School of Education
				101	5=Head Start regional office T&TA staff
				26	6=Other
				1036	-1/.N=Not Applicable
				1123	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	T3A12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Do you receive ongoing support	74	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1171	<b>Mean</b>	1097 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1021 -1/.N=Not Applic
			1123 SYSMIS/.
<b>Name</b>	T3A13_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Help understanding curriculum	315	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1097	<b>Mean</b>	782 1=Helping understand the curriculum
<b>Minimum</b>		<b>Maximum</b>	1123
			1095 -1/.N=Not Applicable
<b>Name</b>	T3A13_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Observe someone implementing curriculum	598	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1097	<b>Mean</b>	499 2=Providing opportunities for observing someone implementing the curriculum
<b>Minimum</b>		<b>Maximum</b>	1123
			1095 -1/.N=Not Applicable
<b>Name</b>	T3A13_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Refresher training	349	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1097	<b>Mean</b>	748 3=Offering refresher training on the curriculum
<b>Minimum</b>		<b>Maximum</b>	1123
			1095 -1/.N=Not Applicable
<b>Name</b>	T3A13_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Help implementing curriculum	378	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1097	<b>Mean</b>	719 4=Helping implement the curriculum
<b>Minimum</b>		<b>Maximum</b>	1123
			1095 -1/.N=Not Applicable
<b>Name</b>	T3A13_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Help planning activities	375	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1097	<b>Mean</b>	722 5=Planning curriculum-based activities
<b>Minimum</b>		<b>Maximum</b>	1123
			1095 -1/.N=Not Applicable
<b>Name</b>	T3A13_6	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Help individualizing curriculum	382	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1097	<b>Mean</b>	715 6=Individualizing the curriculum for children
<b>Minimum</b>		<b>Maximum</b>	1123
			1095 -1/.N=Not Applicable

## Codebook for Child-Level PUF, continued

<b>Name</b>	T3A13_7	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Resources to expand scope	402	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1097	<b>Mean</b>	695 7=Identifying/receiving additional resources to expand the scope of the curriculum and act
<b>Minimum</b>		<b>Maximum</b>	1123
			1095 -1/.N=Not Applicable
<b>Name</b>	T3A13_8	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Feedback	406	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1097	<b>Mean</b>	691 8=(observing/providing) feedback on the implementation of the curriculum
<b>Minimum</b>		<b>Maximum</b>	1123
			1095 -1/.N=Not Applicable
<b>Name</b>	T3A13_9	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Other (specify)	1074	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1097	<b>Mean</b>	23 9=Other
<b>Minimum</b>		<b>Maximum</b>	1123
			1095 -1/.N=Not Applicable
<b>Name</b>	T3A14_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Mentor or master teacher	890	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1097	<b>Mean</b>	207 1=Mentor or master teacher
<b>Minimum</b>		<b>Maximum</b>	1095 -1/.N=Not Applicable
			1123 SYSMIS/.
<b>Name</b>	T3A14_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Other HS teacher in program	813	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1097	<b>Mean</b>	284 2=Other HS teachers in program
<b>Minimum</b>		<b>Maximum</b>	1095 -1/.N=Not Applicable
			1123 SYSMIS/.
<b>Name</b>	T3A14_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Supervisor/ed coordinator	253	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1097	<b>Mean</b>	844 3=Supervisor/education coordinator
<b>Minimum</b>		<b>Maximum</b>	1095 -1/.N=Not Applicable
			1123 SYSMIS/.
<b>Name</b>	T3A14_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Staff from other HS program	1029	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1097	<b>Mean</b>	68 4=Staff from another Head Start program
<b>Minimum</b>		<b>Maximum</b>	1095 -1/.N=Not Applicable
			1123 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	T3A14_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Staff from curriculum developer	841	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1097	<b>Mean</b>	256 5=Staff or consultant(s) from curriculum developers
<b>Minimum</b>		<b>Maximum</b>	1095 -1/.N=Not Applicable 1123 SYSMIS/.
<b>Name</b>	T3A14_6	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Faculty from school of education	1042	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1097	<b>Mean</b>	55 6=Faculty from School of Education
<b>Minimum</b>		<b>Maximum</b>	1095 -1/.N=Not Applicable 1123 SYSMIS/.
<b>Name</b>	T3A14_7	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: HS regional office	961	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1097	<b>Mean</b>	136 7=Head Start regional office T&TA staff
<b>Minimum</b>		<b>Maximum</b>	1095 -1/.N=Not Applicable 1123 SYSMIS/.
<b>Name</b>	T3A14_8	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Other (specify)	1086	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1097	<b>Mean</b>	11 8=Other
<b>Minimum</b>		<b>Maximum</b>	1095 -1/.N=Not Applicable 1123 SYSMIS/.
<b>Name</b>	T3A15_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Clear guidance on how to plan lessons	517	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	650 1=Provides clear guidance on how to plan lessons/units
<b>Minimum</b>		<b>Maximum</b>	1123 1021 -1/.N=Not Applicable 4 -8/.D=Don't know
<b>Name</b>	T3A15_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Has adequate learning materials	636	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	531 2=Has adequate learning materials/resources/examples of activities
<b>Minimum</b>		<b>Maximum</b>	1123 1021 -1/.N=Not Applicable 4 -8/.D=Don't know
<b>Name</b>	T3A15_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Is easy to use and adapt	512	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	655 3=Is easy to use and adapt
<b>Minimum</b>		<b>Maximum</b>	1123 1021 -1/.N=Not Applicable 4 -8/.D=Don't know

## Codebook for Child-Level PUF, continued

Name	T3A15_04		Frequency	Code and Description
<b>Label</b>	T3: Multiple domains of learning		425	0=No
<b>Format</b>	Num	<b>Type</b>	Source	742 4=Addresses multiple domains of learning (e.g., cognitive, socio-emotional, physical, etc.
<b>Valid N</b>	1167	<b>Mean</b>		
<b>Minimum</b>		<b>Maximum</b>	1123	
			1021	-1/.N=Not Applicable
			4	-8/.D=Don't know

Name	T3A15_05		Frequency	Code and Description
<b>Label</b>	T3: Early literacy/numeracy		582	0=No
<b>Format</b>	Num	<b>Type</b>	Source	585 5=Addresses early literacy and/or numeracy
<b>Valid N</b>	1167	<b>Mean</b>		
<b>Minimum</b>		<b>Maximum</b>	1123	
			1021	-1/.N=Not Applicable
			4	-8/.D=Don't know

Name	T3A15_06		Frequency	Code and Description
<b>Label</b>	T3: Involves parents as partners		711	0=No
<b>Format</b>	Num	<b>Type</b>	Source	456 6=Involves parents as partners in children's learning
<b>Valid N</b>	1167	<b>Mean</b>		
<b>Minimum</b>		<b>Maximum</b>	1123	
			1021	-1/.N=Not Applicable
			4	-8/.D=Don't know

Name	T3A15_07		Frequency	Code and Description
<b>Label</b>	T3: Room for teacher creativity		687	0=No
<b>Format</b>	Num	<b>Type</b>	Source	480 7=Provides room for teacher creativity
<b>Valid N</b>	1167	<b>Mean</b>		
<b>Minimum</b>		<b>Maximum</b>	1123	
			1021	-1/.N=Not Applicable
			4	-8/.D=Don't know

Name	T3A15_08		Frequency	Code and Description
<b>Label</b>	T3: Culturally sensitive		789	0=No
<b>Format</b>	Num	<b>Type</b>	Source	378 8=Is culturally sensitive
<b>Valid N</b>	1167	<b>Mean</b>		
<b>Minimum</b>		<b>Maximum</b>	1123	
			1021	-1/.N=Not Applicable
			4	-8/.D=Don't know

Name	T3A15_09		Frequency	Code and Description
<b>Label</b>	T3: Developmentally appropriate		462	0=No
<b>Format</b>	Num	<b>Type</b>	Source	705 9=Is developmentally-appropriate
<b>Valid N</b>	1167	<b>Mean</b>		
<b>Minimum</b>		<b>Maximum</b>	1123	
			1021	-1/.N=Not Applicable
			4	-8/.D=Don't know

## Codebook for Child-Level PUF, continued

<b>Name</b>	T3A15_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Individual child reports for parents	658	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	509 10=Provides individual reports on child assessment for parents
<b>Minimum</b>		<b>Maximum</b>	1123
			1021 -1/.N=Not Applicable
			4 -8/.D=Don't know
<b>Name</b>	T3A15_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Guidance from child assessment	671	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	496 11=Provides guidance from child assessment to plan for learning activities
<b>Minimum</b>		<b>Maximum</b>	1123
			1021 -1/.N=Not Applicable
			4 -8/.D=Don't know
<b>Name</b>	T3A15_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Other (specify)	1106	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	61 12=Other
<b>Minimum</b>		<b>Maximum</b>	1123
			1021 -1/.N=Not Applicable
			4 -8/.D=Don't know
<b>Name</b>	T3A15_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Child-initiated	1114	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	53 13=Is child-initiated
<b>Minimum</b>		<b>Maximum</b>	1123
			1021 -1/.N=Not Applicable
			4 -8/.D=Don't know
<b>Name</b>	T3A16_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: No clear guidance on how to plan lessons	1080	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1139	<b>Mean</b>	59 1=Does not provide clear guidance on how to plan lessons/units
<b>Minimum</b>		<b>Maximum</b>	1123
			1021 -1/.N=Not Applicable
			5 -7/.R=Refused
			27 -8/.D=Don't know
<b>Name</b>	T3A16_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Doesn't have adequate learning materials	1054	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1139	<b>Mean</b>	85 2=Does not have adequate learning materials/resources/examples of activities
<b>Minimum</b>		<b>Maximum</b>	1123
			1021 -1/.N=Not Applicable
			5 -7/.R=Refused
			27 -8/.D=Don't know

## Codebook for Child-Level PUF, continued

<b>Name</b>	T3A16_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Not easy to use & adapt	944	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1139	<b>Mean</b>	195 3=Not easy to use and adapt
<b>Minimum</b>		<b>Maximum</b>	1123
			1021 -1/.N=Not Applicable
			5 -7/.R=Refused
			27 -8/.D=Don't know
<b>Name</b>	T3A16_04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Doesn't address multiple domains of learning	1117	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1139	<b>Mean</b>	22 4=Does not address multiple domains of learning (e.g., cognitive, socio-emotional, physical)
<b>Minimum</b>		<b>Maximum</b>	1123
			1021 -1/.N=Not Applicable
			5 -7/.R=Refused
			27 -8/.D=Don't know
<b>Name</b>	T3A16_05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Not enough info on early literacy/numeracy	1089	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1139	<b>Mean</b>	50 5=Not enough information on early literacy and/or numeracy
<b>Minimum</b>		<b>Maximum</b>	1123
			1021 -1/.N=Not Applicable
			5 -7/.R=Refused
			27 -8/.D=Don't know
<b>Name</b>	T3A16_06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Doesn't involve parents as partners	1051	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1139	<b>Mean</b>	88 6=Does not involve parents as partners in children's learning
<b>Minimum</b>		<b>Maximum</b>	1123
			1021 -1/.N=Not Applicable
			5 -7/.R=Refused
			27 -8/.D=Don't know
<b>Name</b>	T3A16_07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: No room for teacher creativity	1044	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1139	<b>Mean</b>	95 7=Does not provide room for teacher creativity
<b>Minimum</b>		<b>Maximum</b>	1123
			1021 -1/.N=Not Applicable
			5 -7/.R=Refused
			27 -8/.D=Don't know

## Codebook for Child-Level PUF, continued

<b>Name</b>	T3A16_08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Not culturally sensitive	1069	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1139	<b>Mean</b>	70 8=Not culturally sensitive
<b>Minimum</b>		<b>Maximum</b>	1123
			1021 -1/.N=Not Applicable
			5 -7/.R=Refused
			27 -8/.D=Don't know
<b>Name</b>	T3A16_09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Not developmentally appropriate	1118	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1139	<b>Mean</b>	21 9=Not developmentally-appropriate
<b>Minimum</b>		<b>Maximum</b>	1123
			1021 -1/.N=Not Applicable
			5 -7/.R=Refused
			27 -8/.D=Don't know
<b>Name</b>	T3A16_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: No individual child reports for parents	1113	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1139	<b>Mean</b>	26 10=Does not provide individual reports on child assessment for parents
<b>Minimum</b>		<b>Maximum</b>	1123
			1021 -1/.N=Not Applicable
			5 -7/.R=Refused
			27 -8/.D=Don't know
<b>Name</b>	T3A16_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: No guidance from child assessment	1110	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1139	<b>Mean</b>	29 11=Does not provide guidance from child assessment to plan for learning activities
<b>Minimum</b>		<b>Maximum</b>	1123
			1021 -1/.N=Not Applicable
			5 -7/.R=Refused
			27 -8/.D=Don't know
<b>Name</b>	T3A16_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Other (specify)	1006	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1139	<b>Mean</b>	133 12=Other
<b>Minimum</b>		<b>Maximum</b>	1123
			1021 -1/.N=Not Applicable
			5 -7/.R=Refused
			27 -8/.D=Don't know

## Codebook for Child-Level PUF, continued

<b>Name</b>	T3A16_13			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: None (no weaknesses)			691	0=No
<b>Format</b>	Num	<b>Type</b>	Source	448	13=None (no weaknesses)
<b>Valid N</b>	1139	<b>Mean</b>		1123	
<b>Minimum</b>		<b>Maximum</b>		1021	-1/.N=Not Applicable
				5	-7/.R=Refused
				27	-8/.D=Don't know
<b>Name</b>	T3A17			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Do you have a copy of curriculum?			54	0=No
<b>Format</b>	Num	<b>Type</b>	Source	1117	1=Yes
<b>Valid N</b>	1171	<b>Mean</b>		1021	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1123	SYSMIS/.
<b>Name</b>	T3A18			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Who makes most decisions?			62	1=Head Start program administrators
<b>Format</b>	Num	<b>Type</b>	Source	41	2=Individual center directors/managers
<b>Valid N</b>	1176	<b>Mean</b>		10	3=Content area specialists/coordinators
<b>Minimum</b>		<b>Maximum</b>		1054	4=Individual teachers
				9	5=Parents
				1015	-1/.N=Not Applicable
				1	-8/.D=Don't know
				1123	SYSMIS/.
<b>Name</b>	T3A19			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Daily written plan?			2	0=No
<b>Format</b>	Num	<b>Type</b>	Source	1175	1=Yes
<b>Valid N</b>	1177	<b>Mean</b>		1015	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1123	SYSMIS/.
<b>Name</b>	T3A20			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: How much do you use main curriculum?			993	1=A great deal
<b>Format</b>	Num	<b>Type</b>	Source	141	2=somewhat
<b>Valid N</b>	1169	<b>Mean</b>		19	3=a little bit
<b>Minimum</b>		<b>Maximum</b>		15	4=hardly at all
				1	5=not at all
				1023	-1/.N=Not Applic
				1123	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	T3A21			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: What is main assessment tool			436	1=The Creative Curriculum Developmental Continuum Assessment Toolkit for Ages 3-5
<b>Format</b>	Num	<b>Type</b>	Source	114	2=High/Scope Child Observation Record (COR)
<b>Valid N</b>	1177	<b>Mean</b>		45	3=Galileo
<b>Minimum</b>		<b>Maximum</b>		66	4=Ages and Stages Questionnaires:a parent-completed, child-monitoring system
				120	5=Desired Results Developmental Profile (DRDP)
				77	6=Work Sampling System for Head Start
				73	7=Learning Accomplishment Profile Screening (LAP including E-LAP, LAP-R and LAP-D)
				61	9=Brigance Preschool Screen for three and four year old children
				43	10=Assessment designed for this program
				11	11=The Head Start National Reporting System (NRS)
				124	12=Other
				7	13=Do not use a child assessment tool
				1015	-1/.N=Not Applicable
				1123	SYSMIS/.
<b>Name</b>	T3A22			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: What methods do you use for these assessments?			341	1=Ratings based on classroom observation or work sampling
<b>Format</b>	Num	<b>Type</b>	Source	46	2=Testing with standardized tests or assessment instruments
<b>Valid N</b>	1170	<b>Mean</b>		782	3=Both observation-based ratings and direct assessment
<b>Minimum</b>		<b>Maximum</b>		1	4=Other
				1022	-1/.N=Not Applicable
				1123	SYSMIS/.
<b>Name</b>	T3A23_1			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Identify developmental level			312	0=No
<b>Format</b>	Num	<b>Type</b>	Source	858	1=To identify child's developmental level
<b>Valid N</b>	1170	<b>Mean</b>		1022	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1123	SYSMIS/.
<b>Name</b>	T3A23_2			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Individualize activities for child			138	0=No
<b>Format</b>	Num	<b>Type</b>	Source	1032	2=To individualize activities for child
<b>Valid N</b>	1170	<b>Mean</b>		1022	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1123	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	T3A23_3			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Determine if child needs special services			578	0=No
<b>Format</b>	Num	<b>Type</b>	Source	592	3=To determine if child needs referral for special services
<b>Valid N</b>	1170	<b>Mean</b>			
<b>Minimum</b>		<b>Maximum</b>		1022	-1/.N=Not Applicable
				1123	SYSMIS/.
<b>Name</b>	T3A23_4			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Determine strenghts/weaknesses			281	0=No
<b>Format</b>	Num	<b>Type</b>	Source	889	4=To determine child's strengths and weaknesses
<b>Valid N</b>	1170	<b>Mean</b>		1022	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1123	SYSMIS/.
<b>Name</b>	T3A23_5			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Identify activities to do at home			651	0=No
<b>Format</b>	Num	<b>Type</b>	Source	519	5=To identify activities for parents to do with the child at home
<b>Valid N</b>	1170	<b>Mean</b>		1022	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1123	SYSMIS/.
<b>Name</b>	T3A23_6			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Other-specify			1149	0=No
<b>Format</b>	Num	<b>Type</b>	Source	21	6=Other
<b>Valid N</b>	1170	<b>Mean</b>		1022	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1123	SYSMIS/.
<b>Name</b>	T3A26			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Mentor in classroom			351	0=No
<b>Format</b>	Num	<b>Type</b>	Source	826	1=Yes
<b>Valid N</b>	1177	<b>Mean</b>		1015	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		1123	SYSMIS/.
<b>Name</b>	T3A27			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Who is the mentor			43	1=Another teacher
<b>Format</b>	Num	<b>Type</b>	Source	501	2=Education coordinator, specialist
<b>Valid N</b>	826	<b>Mean</b>		224	3=Center/program director
<b>Minimum</b>		<b>Maximum</b>		58	4=Someone from outside the program
				1366	-1/.N=Not Applicable
				1123	SYSMIS/.
<b>Name</b>	T3A28			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Concentrated visit			195	0=No concentrated visit-less than a day
<b>Format</b>	Num	<b>Type</b>	Source	34	1=lasted an entire week
<b>Valid N</b>	824	<b>Mean</b>		13	2=lasted an entire month
<b>Minimum</b>		<b>Maximum</b>		582	3=visit was for a day or two at a time
				1366	-1/.N=Not Applicable
				2	-8/.D=Don't know
				1123	SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	T3A29	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: How often mentor comes to class	297	1=Once a week
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	824	<b>Mean</b>	129 2=Once every two weeks
<b>Minimum</b>		<b>Maximum</b>	251 3=Once a month
			147 4=Less than once a month
			1366 -1/.N=Not Applicable
			2 -8/.D=Don't know
			1123 SYSMIS/.

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<b>Name</b>	T3A30	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Observed your mentor	661	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	826	<b>Mean</b>	165 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1366 -1/.N=Not Applic
			1123 SYSMIS/.

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<b>Name</b>	T3A31	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Acted mentor for other teachers	616	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1172	<b>Mean</b>	556 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			5 -8/.D=Don't know
			1123 SYSMIS/.

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<b>Name</b>	T3A32	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Participated in training/TA sessions	757	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1159	<b>Mean</b>	402 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			18 -8/.D=Don't know
			1123 SYSMIS/.

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<b>Name</b>	T3A33	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: How many children are absent	48	1=None
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	841 2=One or two
<b>Minimum</b>		<b>Maximum</b>	252 3=Three or four
			26 4=Five or six
			1015 -1/.N=Not Applic
			4 -7/.R=Refused
			6 -9/.M=Missing
			1123 SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	T3A34			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Number children consistently absent			375	1=None
<b>Format</b>	Num	<b>Type</b>	Source	703	2=One or two
<b>Valid N</b>	1167	<b>Mean</b>		82	3=Three or four
<b>Minimum</b>		<b>Maximum</b>		7	4=Five or more
				1015	-1/.N=Not Applic
				4	-7/.R=Refused
				6	-9/.M=Missing
				1123	SYSMIS/.
<b>Name</b>	T3A35			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: How would you rate behavior			1	1=Grp misbehaves very frequently/almost always difficult to handle
<b>Format</b>	Num	<b>Type</b>	Source	71	2=The group misbehaves frequently and is often difficult to handle
<b>Valid N</b>	1166	<b>Mean</b>		542	3=The group misbehaves occasionally
<b>Minimum</b>		<b>Maximum</b>		454	4=The group behaves well
				98	5=The group behaves exceptionally well
				1015	-1/.N=Not Applicable
				5	-7/.R=Refused
				6	-9/.M=Missing
				1123	SYSMIS/.
<b>Name</b>	T3A36a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Equipment available-television			167	1=In class
<b>Format</b>	Num	<b>Type</b>	Source	395	2=In center
<b>Valid N</b>	659	<b>Mean</b>		97	3=Not available
<b>Minimum</b>		<b>Maximum</b>		1489	-1/.N=Not Applic
				5	-8/.D=Don't know
				39	-9/.M=Missing
				1123	SYSMIS/.
<b>Name</b>	T3A36b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Equipment available-computer for children			535	1=In class
<b>Format</b>	Num	<b>Type</b>	Source	8	2=In center
<b>Valid N</b>	664	<b>Mean</b>		121	3=Not available
<b>Minimum</b>		<b>Maximum</b>		1489	-1/.N=Not Applic
				39	-9/.M=Missing
				1123	SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	T3A36c	Frequency	Code and Description
<b>Label</b>	T3: Equipment available-computer for you	311	1=In class
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	664	<b>Mean</b>	293 2=In center
<b>Minimum</b>		<b>Maximum</b>	60 3=Not available
			1489 -1/.N=Not Applic
			39 -9/.M=Missing
			1123 SYSMIS/.

Name	T3A36d	Frequency	Code and Description
<b>Label</b>	T3: Equipment available-DVD or VCR	180	1=In class
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	652	<b>Mean</b>	324 2=In center
<b>Minimum</b>		<b>Maximum</b>	148 3=Not available
			1489 -1/.N=Not Applic
			12 -8/.D=Don't know
			39 -9/.M=Missing
			1123 SYSMIS/.

Name	T3A37a	Frequency	Code and Description
<b>Label</b>	T3: Time watching TV programs	1138	1=Less than one hour
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	27 2=1 - 2 hours
<b>Minimum</b>		<b>Maximum</b>	2 3=3 - 4 hours
			1015 -1/.N=Not Applicable
			4 -7/.R=Refused
			6 -9/.M=Missing
			1123 SYSMIS/.

Name	T3A37b	Frequency	Code and Description
<b>Label</b>	T3: Time watching movies, videos, DVDs	1131	1=Less than one hour
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	34 2=1 - 2 hours
<b>Minimum</b>		<b>Maximum</b>	2 3=3 - 4 hours
			1015 -1/.N=Not Applicable
			4 -7/.R=Refused
			6 -9/.M=Missing
			1123 SYSMIS/.

Name	T3A37c	Frequency	Code and Description
<b>Label</b>	T3: Time playing computer games	438	1=Less than one hour
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	306 2=1 - 2 hours
<b>Minimum</b>		<b>Maximum</b>	166 3=3 - 4 hours
			116 4=5 - 9 hours
			141 5=10 or more hours
			1015 -1/.N=Not Applicable
			4 -7/.R=Refused
			6 -9/.M=Missing
			1123 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	T3A37d	Frequency	Code and Description
<b>Label</b>	T3: Time playing video games	1148	1=Less than one hour
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	7 2=1 - 2 hours
<b>Minimum</b>		<b>Maximum</b>	8 3=3 - 4 hours
			4 5=10 or more hours
			1015 -1/.N=Not Applicable
			4 -7/.R=Refused
			6 -9/.M=Missing
			1123 SYSMIS/.

Name	T3A37e	Frequency	Code and Description
<b>Label</b>	T3: Time using computer for other purposes	1077	1=Less than one hour
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	48 2=1 - 2 hours
<b>Minimum</b>		<b>Maximum</b>	22 3=3 - 4 hours
			14 4=5 - 9 hours
			6 5=10 or more hours
			1015 -1/.N=Not Applicable
			4 -7/.R=Refused
			6 -9/.M=Missing
			1123 SYSMIS/.

Name	T3A38	Frequency	Code and Description
<b>Label</b>	T3: Have outdoor playground	53	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	1114 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			4 -7/.R=Refused
			6 -9/.M=Missing
			1123 SYSMIS/.

Name	T3A38A	Frequency	Code and Description
<b>Label</b>	T3: Minutes/day spent outside	1166	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1166	<b>Mean</b>	38.97
<b>Minimum</b>	0	<b>Maximum</b>	120
			1015 -1/.N=Not Applicable
			4 -7/.R=Refused
			1 -8/.D=Don't know
			6 -9/.M=Missing
			1123 SYSMIS/.

Name	T3A39	Frequency	Code and Description
<b>Label</b>	T3: Are any drinks served	39	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	1128 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			4 -7/.R=Refused
			6 -9/.M=Missing
			1123 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	T3A40	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: How many times drank 100% fruit juice	11	1=four or more times a day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1121	<b>Mean</b>	123 2=two to three times a day
<b>Minimum</b>		<b>Maximum</b>	283 3=once a day
			171 4=almost every day
			338 5=1 to 3 times during the past 7 days
			195 6=they did not drink these beverages
			1054 -1/.N=Not Applicable
			4 -7/.R=Refused
			7 -8/.D=Don't know
			6 -9/.M=Missing
			1123 SYSMIS/.
<b>Name</b>	T3A41	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: How many times drank soda	6	5=1 to 3 times during the past 7 days
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1128	<b>Mean</b>	1122 6=they did not drink these beverages
<b>Minimum</b>		<b>Maximum</b>	1054 -1/.N=Not Applicable
			4 -7/.R=Refused
			6 -9/.M=Missing
			1123 SYSMIS/.
<b>Name</b>	T3A42_1	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Document concern on special form	216	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1177	<b>Mean</b>	961 1=Document concern on a special report form
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applicable
			1123 SYSMIS/.
<b>Name</b>	T3A42_2	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Notify your program director	243	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1177	<b>Mean</b>	934 2=Notify your program director/disabilities coordinator/education coordinator
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applicable
			1123 SYSMIS/.
<b>Name</b>	T3A42_3	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Local specialist to observe	486	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1177	<b>Mean</b>	691 3=Arrange for a local specialist to observe and evaluate
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applicable
			1123 SYSMIS/.
<b>Name</b>	T3A42_4	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Conference with parents	449	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1177	<b>Mean</b>	728 4=Arrange a conference with parents to share the information and concerns
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applicable
			1123 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	T3A42_5	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Help develop an IEP or similar plan	778	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1177	<b>Mean</b>	399 5=Participate in developing an individualized educational plan (IEP) or similar type plan
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applicable 1123 SYSMIS/.
<b>Name</b>	T3A42_6	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Monitor/record the child's progress/activities	766	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1177	<b>Mean</b>	411 6=Monitor and record the child's progress and activities according to the iep
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applicable 1123 SYSMIS/.
<b>Name</b>	T3A42_7	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Other (specify)	1174	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1177	<b>Mean</b>	3 7=Other
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applicable 1123 SYSMIS/.
<b>Name</b>	T3A43	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Spec ed. Specialist feedback	158	1=Written report describing child's specific needs
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1168	<b>Mean</b>	61 2=Oral advice only
<b>Minimum</b>		<b>Maximum</b>	935 3=Both written and oral 14 4=Other 1015 -1/.N=Not Applicable 9 -8/.D=Don't know 1123 SYSMIS/.
<b>Name</b>	T3A44	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: How often meet with parents	21	0=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	192 1=No children with special needs in class
<b>Minimum</b>		<b>Maximum</b>	76 2=Once every 6 months or more 361 3=Once every 2 to 6 months 195 4=Once a month 322 5=More than once a month 1015 -1/.N=Not Applicable 10 -8/.D=Don't know 1123 SYSMIS/.
<b>Name</b>	T3A45a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Schedule of reg provider conference	17	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1177	<b>Mean</b>	1160 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic 1123 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	T3A45b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Conference to follow your own review	65	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1177	<b>Mean</b>	1112 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			1123 SYSMIS/.
<b>Name</b>	T3A45c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Conference at least twice a year	20	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1177	<b>Mean</b>	1157 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			1123 SYSMIS/.
<b>Name</b>	T3A45d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Keep written notes from conference	23	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1177	<b>Mean</b>	1154 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			1123 SYSMIS/.
<b>Name</b>	T3B01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Days to respond to parents	1177	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1177	<b>Mean</b>	1.05
<b>Minimum</b>	1	<b>Maximum</b>	11
			1015 -1/.N=Not Applicable
			1123 SYSMIS/.
<b>Name</b>	T3B02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Number of home visits	1177	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1177	<b>Mean</b>	2.13
<b>Minimum</b>	0	<b>Maximum</b>	12
			1015 -1/.N=Not Applicable
			1123 SYSMIS/.
<b>Name</b>	T3B03a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: I enjoy my present teaching job	2	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1177	<b>Mean</b>	7 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	36 3=Neither Agree nor Disagree
			373 4=Agree
			759 5=Strongly Agree
			1015 -1/.N=Not Applicable
			1123 SYSMIS/.
<b>Name</b>	T3B03b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Make a difference to children	6	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1177	<b>Mean</b>	4 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	13 3=Neither Agree nor Disagree
			263 4=Agree
			891 5=Strongly Agree
			1015 -1/.N=Not Applicable
			1123 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	T3B03c		Frequency	Code and Description
<b>Label</b>	T3: Start over, choose teaching		11	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	39	2=Disagree
<b>Valid N</b>	1177	<b>Mean</b>	71	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>	311	4=Agree
			745	5=Strongly Agree
			1015	-1/.N=Not Applicable
			1123	SYSMIS/.

Name	T3B04a		Frequency	Code and Description
<b>Label</b>	T3: Teachers feel good about jobs		44	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	117	2=Disagree
<b>Valid N</b>	1165	<b>Mean</b>	216	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>	522	4=Agree
			266	5=Strongly Agree
			1015	-1/.N=Not Applicable
			10	-7/.R=Refused
			2	-8/.D=Don't know
			1123	SYSMIS/.

Name	T3B04b		Frequency	Code and Description
<b>Label</b>	T3: Promotes teamwork among teachers		18	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	85	2=Disagree
<b>Valid N</b>	1177	<b>Mean</b>	119	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>	605	4=Agree
			350	5=Strongly Agree
			1015	-1/.N=Not Applicable
			1123	SYSMIS/.

Name	T3B04c		Frequency	Code and Description
<b>Label</b>	T3: Teachers feel part of team		21	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	77	2=Disagree
<b>Valid N</b>	1177	<b>Mean</b>	189	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>	607	4=Agree
			283	5=Strongly Agree
			1015	-1/.N=Not Applicable
			1123	SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	T3B04d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Teachers don't feel isolated			22	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	91	2=Disagree
<b>Valid N</b>	1161	<b>Mean</b>		231	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		547	4=Agree
				270	5=Strongly Agree
				1015	-1/.N=Not Applicable
				6	-7/.R=Refused
				10	-8/.D=Don't know
				1123	SYSMIS/.

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<b>Name</b>	T3B04e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Assistance to teachers			77	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	238	2=Disagree
<b>Valid N</b>	1177	<b>Mean</b>		162	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		450	4=Agree
				250	5=Strongly Agree
				1015	-1/.N=Not Applicable
				1123	SYSMIS/.

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<b>Name</b>	T3B04f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Orientation to new teachers			34	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	152	2=Disagree
<b>Valid N</b>	1176	<b>Mean</b>		117	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		512	4=Agree
				361	5=Strongly Agree
				1015	-1/.N=Not Applicable
				1	-8/.D=Don't know
				1123	SYSMIS/.

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<b>Name</b>	T3B04g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Helps new teachers adjust			44	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	198	2=Disagree
<b>Valid N</b>	1174	<b>Mean</b>		223	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		474	4=Agree
				235	5=Strongly Agree
				1015	-1/.N=Not Applicable
				3	-8/.D=Don't know
				1123	SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	T3B04h		Frequency	Code and Description
<b>Label</b>	T3: Knows what teachers deal with		72	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	203	2=Disagree
<b>Valid N</b>	1169	<b>Mean</b>	213	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>	452	4=Agree
			229	5=Strongly Agree
			1015	-1/.N=Not Applicable
			8	-8/.D=Don't know
			1123	SYSMIS/.

Name	T3B04i		Frequency	Code and Description
<b>Label</b>	T3: Timely delivery of materials		61	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	186	2=Disagree
<b>Valid N</b>	1177	<b>Mean</b>	128	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>	556	4=Agree
			246	5=Strongly Agree
			1015	-1/.N=Not Applicable
			1123	SYSMIS/.

Name	T3B04j		Frequency	Code and Description
<b>Label</b>	T3: Teachers identify strengths/weaknesses		8	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	84	2=Disagree
<b>Valid N</b>	1177	<b>Mean</b>	139	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>	671	4=Agree
			275	5=Strongly Agree
			1015	-1/.N=Not Applicable
			1123	SYSMIS/.

Name	T3B04k		Frequency	Code and Description
<b>Label</b>	T3: Atmosphere free from gossip		87	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	200	2=Disagree
<b>Valid N</b>	1177	<b>Mean</b>	297	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>	402	4=Agree
			191	5=Strongly Agree
			1015	-1/.N=Not Applicable
			1123	SYSMIS/.

Name	T3B04l		Frequency	Code and Description
<b>Label</b>	T3: Freedom for teachers		25	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	95	2=Disagree
<b>Valid N</b>	1177	<b>Mean</b>	104	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>	543	4=Agree
			410	5=Strongly Agree
			1015	-1/.N=Not Applicable
			1123	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	T3B04m	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Guidelines for ordering classroom materials	22	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1177	<b>Mean</b>	74 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	166 3=Neither Agree nor Disagree
			580 4=Agree
			335 5=Strongly Agree
			1015 -1/.N=Not Applicable
			1123 SYSMIS/.

<b>Name</b>	T3B05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Continue working for HS next year	854	1=Very likely
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1171	<b>Mean</b>	209 2=Somewhat likely
<b>Minimum</b>		<b>Maximum</b>	47 3=Somewhat unlikely
			61 4=Very unlikely
			1015 -1/.N=Not Applic
			6 -8/.D=Don't know
			1123 SYSMIS/.

<b>Name</b>	T3B06a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Responsive to individual differences	17	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	700	<b>Mean</b>	9 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	1 3=Neither Agree nor Disagree
			323 4=Agree
			350 5=Strongly Agree
			1492 -1/.N=Not Applicable
			1123 SYSMIS/.

<b>Name</b>	T3B06b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Area taught as separate subject	58	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	700	<b>Mean</b>	281 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	70 3=Neither Agree nor Disagree
			197 4=Agree
			94 5=Strongly Agree
			1492 -1/.N=Not Applicable
			1123 SYSMIS/.

<b>Name</b>	T3B06c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Child select own activities	4	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	700	<b>Mean</b>	6 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	10 3=Neither Agree nor Disagree
			341 4=Agree
			339 5=Strongly Agree
			1492 -1/.N=Not Applicable
			1123 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	T3B06d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Child allowed to cut own shapes			4	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	13	2=Disagree
<b>Valid N</b>	700	<b>Mean</b>		22	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		306	4=Agree
				355	5=Strongly Agree
					1492 -1/.N=Not Applicable
					1123 SYSMIS/.

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<b>Name</b>	T3B06e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Child work silently and alone			261	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	258	2=Disagree
<b>Valid N</b>	700	<b>Mean</b>		91	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		79	4=Agree
				11	5=Strongly Agree
					1492 -1/.N=Not Applicable
					1123 SYSMIS/.

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<b>Name</b>	T3B06f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Learn through active explorations			1	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	6	2=Disagree
<b>Valid N</b>	700	<b>Mean</b>		2	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		336	4=Agree
				355	5=Strongly Agree
					1492 -1/.N=Not Applicable
					1123 SYSMIS/.

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<b>Name</b>	T3B06g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Treats for appropriate behavior			91	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	201	2=Disagree
<b>Valid N</b>	700	<b>Mean</b>		149	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		216	4=Agree
				43	5=Strongly Agree
					1492 -1/.N=Not Applicable
					1123 SYSMIS/.

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<b>Name</b>	T3B06h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Punishment encourages behavior			309	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	286	2=Disagree
<b>Valid N</b>	700	<b>Mean</b>		53	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		45	4=Agree
				7	5=Strongly Agree
					1492 -1/.N=Not Applicable
					1123 SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	T3B06i	Frequency	Code and Description
<b>Label</b>	T3: Child involved in rules for group	1	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	700	<b>Mean</b>	13 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	5 3=Neither Agree nor Disagree
			392 4=Agree
			289 5=Strongly Agree
			1492 -1/.N=Not Applicable
			1123 SYSMIS/.

Name	T3B06j	Frequency	Code and Description
<b>Label</b>	T3: Child recognize single letters	20	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	700	<b>Mean</b>	148 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	47 3=Neither Agree nor Disagree
			346 4=Agree
			139 5=Strongly Agree
			1492 -1/.N=Not Applicable
			1123 SYSMIS/.

Name	T3B06k	Frequency	Code and Description
<b>Label</b>	T3: Child to color within lines	132	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	700	<b>Mean</b>	316 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	103 3=Neither Agree nor Disagree
			125 4=Agree
			24 5=Strongly Agree
			1492 -1/.N=Not Applicable
			1123 SYSMIS/.

Name	T3B06l	Frequency	Code and Description
<b>Label</b>	T3: Child learn to form letters	89	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	700	<b>Mean</b>	247 2=Disagree
<b>Minimum</b>		<b>Maximum</b>	137 3=Neither Agree nor Disagree
			205 4=Agree
			22 5=Strongly Agree
			1492 -1/.N=Not Applicable
			1123 SYSMIS/.

Name	T3B06m	Frequency	Code and Description
<b>Label</b>	T3: Child dictate story to teacher	32	2=Disagree
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	700	<b>Mean</b>	25 3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>	432 4=Agree
			211 5=Strongly Agree
			1492 -1/.N=Not Applicable
			1123 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	T3B06n			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Know letter sounds before read			10	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	38	2=Disagree
<b>Valid N</b>	700	<b>Mean</b>		103	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		393	4=Agree
				156	5=Strongly Agree
				1492	-1/.N=Not Applicable
				1123	SYSMIS/.
<b>Name</b>	T3B06o			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Form letters before story			144	1=Strongly Disagree
<b>Format</b>	Num	<b>Type</b>	Source	388	2=Disagree
<b>Valid N</b>	700	<b>Mean</b>		43	3=Neither Agree nor Disagree
<b>Minimum</b>		<b>Maximum</b>		93	4=Agree
				32	5=Strongly Agree
				1492	-1/.N=Not Applicable
				1123	SYSMIS/.
<b>Name</b>	T3B07			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Received degree since last fall			518	0=No
<b>Format</b>	Num	<b>Type</b>	Source	116	1=Yes
<b>Valid N</b>	634	<b>Mean</b>		1555	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		3	-9/.M=Missing
				1123	SYSMIS/.
<b>Name</b>	T3B08			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: What type of degree			31	1=Child Development Associate (CDA) degree program
<b>Format</b>	Num	<b>Type</b>	Source	3	2=Teaching certificate
<b>Valid N</b>	116	<b>Mean</b>		21	4=Bachelor's degree
<b>Minimum</b>		<b>Maximum</b>		1	5=Graduate degree (Master's or Ph.D or Ed.D.)
				44	6=Other
				16	7=Associate's degree
				2073	-1/.N=Not Applicable
				3	-9/.M=Missing
				1123	SYSMIS/.
<b>Name</b>	T3C01a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Bothered by things that don't usually bother you			592	1=Rarely or never
<b>Format</b>	Num	<b>Type</b>	Source	368	2=Some or a little
<b>Valid N</b>	1177	<b>Mean</b>		181	3=Occasionally or moderately
<b>Minimum</b>		<b>Maximum</b>		36	4=Most or all of the time
				1015	-1/.N=Not Applicable
				1123	SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	T3C01b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Poor appetite			930	1=Rarely or never
<b>Format</b>	Num	<b>Type</b>	Source	139	2=Some or a little
<b>Valid N</b>	1177	<b>Mean</b>		81	3=Occasionally or moderately
<b>Minimum</b>		<b>Maximum</b>		27	4=Most or all of the time
				1015	-1/.N=Not Applicable
				1123	SYSMIS/.

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<b>Name</b>	T3C01c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Couldn't shake off blues			972	1=Rarely or never
<b>Format</b>	Num	<b>Type</b>	Source	150	2=Some or a little
<b>Valid N</b>	1177	<b>Mean</b>		31	3=Occasionally or moderately
<b>Minimum</b>		<b>Maximum</b>		24	4=Most or all of the time
				1015	-1/.N=Not Applicable
				1123	SYSMIS/.

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<b>Name</b>	T3C01d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Trouble keeping mind on task			784	1=Rarely or never
<b>Format</b>	Num	<b>Type</b>	Source	265	2=Some or a little
<b>Valid N</b>	1167	<b>Mean</b>		100	3=Occasionally or moderately
<b>Minimum</b>		<b>Maximum</b>		18	4=Most or all of the time
				1015	-1/.N=Not Applicable
				10	-7/.R=Refused
				1123	SYSMIS/.

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<b>Name</b>	T3C01e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Depressed			1014	1=Rarely or never
<b>Format</b>	Num	<b>Type</b>	Source	121	2=Some or a little
<b>Valid N</b>	1167	<b>Mean</b>		24	3=Occasionally or moderately
<b>Minimum</b>		<b>Maximum</b>		8	4=Most or all of the time
				1015	-1/.N=Not Applicable
				10	-7/.R=Refused
				1123	SYSMIS/.

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<b>Name</b>	T3C01f			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Everything you did was an effort			629	1=Rarely or never
<b>Format</b>	Num	<b>Type</b>	Source	233	2=Some or a little
<b>Valid N</b>	1177	<b>Mean</b>		114	3=Occasionally or moderately
<b>Minimum</b>		<b>Maximum</b>		201	4=Most or all of the time
				1015	-1/.N=Not Applicable
				1123	SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	T3C01g	Frequency	Code and Description
Label	T3: Fearful	1053	1=Rarely or never
Format	Num	Type	Source
Valid N	1177	Mean	86 2=Some or a little
Minimum		Maximum	30 3=Occasionally or moderately
			8 4=Most or all of the time
			1015 -1/.N=Not Applicable
			1123 SYSMIS/.

Name	T3C01h	Frequency	Code and Description
Label	T3: Restless sleep	725	1=Rarely or never
Format	Num	Type	Source
Valid N	1177	Mean	267 2=Some or a little
Minimum		Maximum	121 3=Occasionally or moderately
			64 4=Most or all of the time
			1015 -1/.N=Not Applicable
			1123 SYSMIS/.

Name	T3C01i	Frequency	Code and Description
Label	T3: Talked less than usual	981	1=Rarely or never
Format	Num	Type	Source
Valid N	1177	Mean	132 2=Some or a little
Minimum		Maximum	48 3=Occasionally or moderately
			16 4=Most or all of the time
			1015 -1/.N=Not Applicable
			1123 SYSMIS/.

Name	T3C01j	Frequency	Code and Description
Label	T3: Lonely	1042	1=Rarely or never
Format	Num	Type	Source
Valid N	1167	Mean	98 2=Some or a little
Minimum		Maximum	19 3=Occasionally or moderately
			8 4=Most or all of the time
			1015 -1/.N=Not Applicable
			10 -7/.R=Refused
			1123 SYSMIS/.

Name	T3C01k	Frequency	Code and Description
Label	T3: Sad	999	1=Rarely or never
Format	Num	Type	Source
Valid N	1167	Mean	137 2=Some or a little
Minimum		Maximum	18 3=Occasionally or moderately
			13 4=Most or all of the time
			1015 -1/.N=Not Applicable
			10 -7/.R=Refused
			1123 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	T3C01I	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Couldn't get going	833	1=Rarely or never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	1167	<b>Mean</b>	248 2=Some or a little
<b>Minimum</b>		<b>Maximum</b>	70 3=Occasionally or moderately
			16 4=Most or all of the time
			1015 -1/.N=Not Applicable
			10 -7/.R=Refused
			1123 SYSMIS/.

<b>Name</b>	T3D01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: How many yrs teaching	700	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	700	<b>Mean</b>	12.03
<b>Minimum</b>	0	<b>Maximum</b>	30
			1492 -1/.N=Not Applicable
			1123 SYSMIS/.

<b>Name</b>	T3D02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Number those yrs teaching HS	700	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	700	<b>Mean</b>	8.72
<b>Minimum</b>	0	<b>Maximum</b>	30
			1492 -1/.N=Not Applicable
			1123 SYSMIS/.

<b>Name</b>	T3D02A	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Year started at this HS	700	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	700	<b>Mean</b>	2000.15
<b>Minimum</b>	1980	<b>Maximum</b>	2008
			1492 -1/.N=Not Applicable
			1123 SYSMIS/.

<b>Name</b>	T3D03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Any children who attend HS now	623	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	700	<b>Mean</b>	77 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1492 -1/.N=Not Applic
			1123 SYSMIS/.

<b>Name</b>	T3D04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Any child in past attend HS	347	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	623	<b>Mean</b>	276 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1569 -1/.N=Not Applic
			1123 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	T3D05	Frequency	Code and Description
<b>Label</b>	T3: Highest grade of school completed	2	1=Up to 8th grade
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	700	<b>Mean</b>	30
<b>Minimum</b>		<b>Maximum</b>	75
			3=12th grade but no diploma
			4=High school diploma/equivalent
			7=Some college but no degree
			309
			8=Associate's degree
			231
			9=Bachelor's degree
			12
			10=Graduate/professional schl, no degree
			36
			11=Master's degree (MA, MS)
			2
			13=Professional degree(MD,DDS,JD,LLB,etc)
			1492
			-1/.N=Not Applicable
			1123
			SYSMIS/.

Name	T3D06	Frequency	Code and Description
<b>Label</b>	T3: What field is your highest degree	184	1=Child development or developmental psychology
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	590	<b>Mean</b>	253
<b>Minimum</b>		<b>Maximum</b>	73
			3=Elementary education
			9
			4=Special education
			52
			5=Other field
			3
			6=Curriculum Development
			16
			10=Psychology, Counseling, or Social Work
			1602
			-1/.N=Not Applicable
			1123
			SYSMIS/.

Name	T3D07	Frequency	Code and Description
<b>Label</b>	T3: Field include early childhood education	40	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	665	<b>Mean</b>	625
<b>Minimum</b>		<b>Maximum</b>	1527
			-1/.N=Not Applic
			1123
			SYSMIS/.

Name	T3D08	Frequency	Code and Description
<b>Label</b>	T3: Completed courses in ECE since degree	34	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	40	<b>Mean</b>	6
<b>Minimum</b>		<b>Maximum</b>	2152
			-1/.N=Not Applic
			1123
			SYSMIS/.

Name	T3D11	Frequency	Code and Description
<b>Label</b>	T3: Do you have a CDA credential	319	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	699	<b>Mean</b>	380
<b>Minimum</b>		<b>Maximum</b>	1492
			-1/.N=Not Applic
			1
			-8/.D=Don't know
			1123
			SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	T3D12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Have state-awarded preschool certificate	451	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	673	<b>Mean</b>	222 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1492 -1/.N=Not Applic
			27 -8/.D=Don't know
			1123 SYSMIS/.
<b>Name</b>	T3D13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Have teaching certificate or license	344	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	699	<b>Mean</b>	355 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1492 -1/.N=Not Applic
			1 -8/.D=Don't know
			1123 SYSMIS/.
<b>Name</b>	T3D14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Enrolled in teacher-related training	462	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	700	<b>Mean</b>	238 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1492 -1/.N=Not Applic
			1123 SYSMIS/.
<b>Name</b>	T3D15	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: What kind of training enrolled in	21	1=Child Development Associate (CDA) degree program
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	238	<b>Mean</b>	7 2=Teaching certificate
<b>Minimum</b>		<b>Maximum</b>	5 3=Special education teaching degree
			3 4=Bachelor's degree
			128 5=Graduate degree (Master's or Ph.D or Ed.D.)
			61 6=Other
			13 7=Associate's degree
			1954 -1/.N=Not Applicable
			1123 SYSMIS/.
<b>Name</b>	T3D16a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Paid vacation time	221	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	697	<b>Mean</b>	476 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1492 -1/.N=Not Applic
			3 -8/.D=Don't know
			1123 SYSMIS/.
<b>Name</b>	T3D16b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Paid sick leave	34	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	700	<b>Mean</b>	666 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1492 -1/.N=Not Applic
			1123 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	T3D16c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Paid maternity/paternity leave	175	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	565	<b>Mean</b>	390 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1492 -1/.N=Not Applic
			135 -8/.D=Don't know
			1123 SYSMIS/.

<b>Name</b>	T3D16d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Unpaid maternity/paternity leave	131	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	488	<b>Mean</b>	357 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1492 -1/.N=Not Applic
			212 -8/.D=Don't know
			1123 SYSMIS/.

<b>Name</b>	T3D16e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Paid family leave	220	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	605	<b>Mean</b>	385 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1492 -1/.N=Not Applic
			95 -8/.D=Don't know
			1123 SYSMIS/.

<b>Name</b>	T3D16f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Paid health insurance	60	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	700	<b>Mean</b>	640 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1492 -1/.N=Not Applic
			1123 SYSMIS/.

<b>Name</b>	T3D16g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Paid dental insurance	154	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	683	<b>Mean</b>	529 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1492 -1/.N=Not Applic
			17 -8/.D=Don't know
			1123 SYSMIS/.

<b>Name</b>	T3D16h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Tuition reimbursement	174	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	629	<b>Mean</b>	455 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1492 -1/.N=Not Applic
			71 -8/.D=Don't know
			1123 SYSMIS/.

<b>Name</b>	T3D16i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Retirement plan	66	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	698	<b>Mean</b>	632 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1492 -1/.N=Not Applic
			2 -8/.D=Don't know
			1123 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	T3D17	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Annual salary	676	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	676	<b>Mean</b>	25105.06
<b>Minimum</b>	20	<b>Maximum</b>	50000
		1492	-1/.N=Not Applicable
		10	-7/.R=Refused
		14	-8/.D=Don't know
		1123	SYSMIS/.
<b>Name</b>	T3D18hrs	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Hours/week does salary cover	700	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	700	<b>Mean</b>	38.47
<b>Minimum</b>	25	<b>Maximum</b>	80
		1492	-1/.N=Not Applicable
		1123	SYSMIS/.
<b>Name</b>	T3D18min	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Minutes/week does salary cover	700	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	700	<b>Mean</b>	0.32
<b>Minimum</b>	0	<b>Maximum</b>	45
		1492	-1/.N=Not Applicable
		1123	SYSMIS/.
<b>Name</b>	T3D19	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: What is your gender	21	1=Male
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	700	<b>Mean</b>	679
<b>Minimum</b>		<b>Maximum</b>	2=Female
		1492	-1/.N=Not Applicable
		1123	SYSMIS/.
<b>Name</b>	T3D20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: In what year were you born	700	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	700	<b>Mean</b>	1966.97
<b>Minimum</b>	1950	<b>Maximum</b>	1983
		1492	-1/.N=Not Applicable
		1123	SYSMIS/.
<b>Name</b>	T3D21	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Spanish, Hispanic, or Latino origin	540	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	700	<b>Mean</b>	160
<b>Minimum</b>		<b>Maximum</b>	1=Yes
		1492	-1/.N=Not Applicable
		1123	SYSMIS/.
<b>Name</b>	T3D22	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Which one best describes you . . .	111	1=Mexican, Mexican American, Chicano
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	160	<b>Mean</b>	9
<b>Minimum</b>		<b>Maximum</b>	2=Puerto Rican
		40	4=Some other Spanish/Hispanic/Latino group
		2032	-1/.N=Not Applicable
		1123	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	T3D23_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: White	376	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	700	<b>Mean</b>	324 11=White
<b>Minimum</b>		<b>Maximum</b>	1492 -1/.N=Not Applicable
			1123 SYSMIS/.
<b>Name</b>	T3D23_12	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Black, African American	452	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	700	<b>Mean</b>	248 12=Black or African American
<b>Minimum</b>		<b>Maximum</b>	1492 -1/.N=Not Applicable
			1123 SYSMIS/.
<b>Name</b>	T3D23_13	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: American Indian, Alaska Native	677	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	700	<b>Mean</b>	23 13=American Indian or Alaska Native
<b>Minimum</b>		<b>Maximum</b>	1492 -1/.N=Not Applicable
			1123 SYSMIS/.
<b>Name</b>	T3D23_20	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Teacher Asian	668	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	700	<b>Mean</b>	32 20=Asian
<b>Minimum</b>		<b>Maximum</b>	1492 -1/.N=Not Applicable
			1123 SYSMIS/.
<b>Name</b>	T3D23_24	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Teacher Native Hawaiian/Pacific Islander	698	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	700	<b>Mean</b>	2 24=Native Hawaiian or other Pacific Islander
<b>Minimum</b>		<b>Maximum</b>	1492 -1/.N=Not Applicable
			1123 SYSMIS/.
<b>Name</b>	T3D23_25	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	T3: Teacher Another race	610	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	700	<b>Mean</b>	90 25=Another race
<b>Minimum</b>		<b>Maximum</b>	1492 -1/.N=Not Applicable
			1123 SYSMIS/.
<b>Name</b>	K3_2Class	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: 2-classroom Interview status	638	0=one class
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	655	<b>Mean</b>	11 1=class #1 (of 2)
<b>Minimum</b>		<b>Maximum</b>	6 2=class #2 (of 2)
			1211 -1/.N=Not Applicable
			1449 SYSMIS/.
<b>Name</b>	K3_Rated	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: Number of students rated	642	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	642	<b>Mean</b>	1.91
<b>Minimum</b>	1	<b>Maximum</b>	11
			1211 -1/.N=Not Applicable
			1462 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	K3_Total	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: Total number of students listed	655	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	655	<b>Mean</b>	1.96
<b>Minimum</b>	1	<b>Maximum</b>	11
<b>Name</b>	K3_TotAM	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: Number of rated students in AM class	136	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	136	<b>Mean</b>	1.05
<b>Minimum</b>	0	<b>Maximum</b>	5
<b>Name</b>	K3_TotPM	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: Number of rated students in PM class	136	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	136	<b>Mean</b>	0.61
<b>Minimum</b>	0	<b>Maximum</b>	2
<b>Name</b>	K3_TotFD	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: Number of rated students in full day class	517	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	517	<b>Mean</b>	1.83
<b>Minimum</b>	1	<b>Maximum</b>	10
<b>Name</b>	K3_Date	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: Date questionnaire completed	135	April 2008
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	655	<b>Mean</b>	353
<b>Minimum</b>		<b>Maximum</b>	78
			June(/July) 2008
			89
			fall 2008
			1211 -1/.N=Not Applic
			1449 SYSMIS/.
<b>Name</b>	K3A01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: Public or private school	647	1=Public
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	655	<b>Mean</b>	8
<b>Minimum</b>		<b>Maximum</b>	2=Private
			1211 -1/.N=Not Applic
			1449 SYSMIS/.
<b>Name</b>	K3A02a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: Regular public school	53	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	633	<b>Mean</b>	580
<b>Minimum</b>		<b>Maximum</b>	1=Yes
			1219 -1/.N=Not Applic
			14 -9/.M=Missing
			1449 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	K3A02b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: Public school with a magnet program	522	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	573	<b>Mean</b>	51 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1219 -1/.N=Not Applic
			74 -9/.M=Missing
			1449 SYSMIS/.

<b>Name</b>	K3A02c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: Public School of choice (charter school, etc.)	493	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	569	<b>Mean</b>	76 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1219 -1/.N=Not Applic
			78 -9/.M=Missing
			1449 SYSMIS/.

<b>Name</b>	K3A02d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: Bureau of Indian Affairs (BIA) or tribal school	565	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	565	<b>Mean</b>	1219 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	82 -9/.M=Missing
			1449 SYSMIS/.

<b>Name</b>	K3A02e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: Special Education school	557	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	565	<b>Mean</b>	8 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1211 -1/.N=Not Applic
			90 -9/.M=Missing
			1449 SYSMIS/.

<b>Name</b>	K3A03a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: Catholic school	1	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	7	<b>Mean</b>	6 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1858 -1/.N=Not Applic
			1 -9/.M=Missing
			1449 SYSMIS/.

<b>Name</b>	K3A03b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: Private school not accredited by NAIS	3	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	5	<b>Mean</b>	2 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1858 -1/.N=Not Applic
			3 -9/.M=Missing
			1449 SYSMIS/.

<b>Name</b>	K3A03c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: Private school accredited by NAIS	5	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	6	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1858 -1/.N=Not Applic
			2 -9/.M=Missing
			1449 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	K3A03d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: Special Education school	6	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	6	<b>Mean</b>	1858 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	2 -9/.M=Missing
			1449 SYSMIS/.

<b>Name</b>	K3A04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: What is the highest grade taught at this school?	59	2=Kindergarten
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	655	<b>Mean</b>	8 4=1st grade
<b>Minimum</b>		<b>Maximum</b>	40 5=2nd grade
			29 6=3rd grade
			23 7=4th grade
			284 8=5th grade
			96 9=6th grade
			1 10=7th grade
			90 11=8th grade
			2 12=9th grade
			23 15=12th grade
			1211 -1/.N=Not Applicable
			1449 SYSMIS/.

<b>Name</b>	K3A05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: # students currently enrolled in this school	647	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	647	<b>Mean</b>	539.98
<b>Minimum</b>	20	<b>Maximum</b>	1700
			1211 -1/.N=Not Applicable
			8 -9/.M=Missing
			1449 SYSMIS/.

<b>Name</b>	K3A06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: # students currently enrolled in kindergarten	655	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	655	<b>Mean</b>	99.02
<b>Minimum</b>	8	<b>Maximum</b>	1200
			1211 -1/.N=Not Applicable
			1449 SYSMIS/.

<b>Name</b>	K3A07a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: a. phone/send home info about kindergarten programs	99	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	640	<b>Mean</b>	541 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1211 -1/.N=Not Applic
			15 -9/.M=Missing
			1449 SYSMIS/.

<b>Name</b>	K3A07b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: b. Preschoolers spend some time in the K classroom	393	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	630	<b>Mean</b>	237 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1211 -1/.N=Not Applic
			25 -9/.M=Missing
			1449 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	K3A07c		Frequency	Code and Description
<b>Label</b>	K3: c. School days shortened at beginning of school year		574	0=No
<b>Format</b>	Num	<b>Type</b>	54	1=Yes
<b>Valid N</b>	628	<b>Mean</b>	1211	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	27	-9/.M=Missing
			1449	SYSMIS/.

Name	K3A07d		Frequency	Code and Description
<b>Label</b>	K3: d. Parents/children visit K before/start of school yr		124	0=No
<b>Format</b>	Num	<b>Type</b>	519	1=Yes
<b>Valid N</b>	643	<b>Mean</b>	1211	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	12	-9/.M=Missing
			1449	SYSMIS/.

Name	K3A07e		Frequency	Code and Description
<b>Label</b>	K3: e. Teacher visits homes at beginning of school year		594	0=No
<b>Format</b>	Num	<b>Type</b>	31	1=Yes
<b>Valid N</b>	625	<b>Mean</b>	1211	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	30	-9/.M=Missing
			1449	SYSMIS/.

Name	K3A07f		Frequency	Code and Description
<b>Label</b>	K3: f. Parent orientation at school before school year		120	0=No
<b>Format</b>	Num	<b>Type</b>	518	1=Yes
<b>Valid N</b>	638	<b>Mean</b>	1211	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	17	-9/.M=Missing
			1449	SYSMIS/.

Name	K3A07g		Frequency	Code and Description
<b>Label</b>	K3: g. Other transition activities (Please describe)		559	0=No
<b>Format</b>	Num	<b>Type</b>	26	1=Yes
<b>Valid N</b>	585	<b>Mean</b>	1211	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	70	-9/.M=Missing
			1449	SYSMIS/.

Name	K3A07h		Frequency	Code and Description
<b>Label</b>	K3:(backcode) h. Orientation / bridge program for children		627	0=No
<b>Format</b>	Num	<b>Type</b>	19	1=Yes
<b>Valid N</b>	646	<b>Mean</b>	1211	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	9	-9/.M=Missing
			1449	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	K3A07i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3:(backcode) i. Screening to assess skills/needs before K	630	0=No
<b>Format</b>	Num	16	1=Yes
<b>Valid N</b>	646	1211	-1/.N=Not Applic
<b>Minimum</b>		9	-9/.M=Missing
		1449	SYSMIS/.
<b>Name</b>	K3A07j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3:(backcode) j. Kindergarten teacher meets with children	639	0=No
<b>Format</b>	Num	7	1=Yes
<b>Valid N</b>	646	1211	-1/.N=Not Applic
<b>Minimum</b>		9	-9/.M=Missing
		1449	SYSMIS/.
<b>Name</b>	K3A07k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3:(backcode) k. Transition svcs for children w/spcl needs	640	0=No
<b>Format</b>	Num	6	1=Yes
<b>Valid N</b>	646	1211	-1/.N=Not Applic
<b>Minimum</b>		9	-9/.M=Missing
		1449	SYSMIS/.
<b>Name</b>	K3A07l	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3:(backcode) l. Offers staggered or gradual start to K	643	0=No
<b>Format</b>	Num	3	1=Yes
<b>Valid N</b>	646	1211	-1/.N=Not Applic
<b>Minimum</b>		9	-9/.M=Missing
		1449	SYSMIS/.
<b>Name</b>	K3A08a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: Children can be retained at any grade	75	0=False
<b>Format</b>	Num	574	1=True
<b>Valid N</b>	649	1211	-1/.N=Not Applic
<b>Minimum</b>		6	-9/.M=Missing
		1449	SYSMIS/.
<b>Name</b>	K3A08b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: Children can be retained in kindergarten	75	0=False
<b>Format</b>	Num	572	1=True
<b>Valid N</b>	647	1211	-1/.N=Not Applic
<b>Minimum</b>		8	-9/.M=Missing
		1449	SYSMIS/.
<b>Name</b>	K3B01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: # students are currently enrolled in this class	652	valid numeric value
<b>Format</b>	Num	1211	-1/.N=Not Applicable
<b>Valid N</b>	652	3	-9/.M=Missing
<b>Minimum</b>	1	1449	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	K3B02a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: How many days a week does this class meet?			652	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1211	-1/.N=Not Applicable
<b>Valid N</b>	652	<b>Mean</b>	4.99	3	-9/.M=Missing
<b>Minimum</b>	3	<b>Maximum</b>	7	1449	SYSMIS/.
<b>Name</b>	K3B02b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: How many hours a week does this class meet?			648	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1211	-1/.N=Not Applicable
<b>Valid N</b>	648	<b>Mean</b>	29.10	7	-9/.M=Missing
<b>Minimum</b>	5	<b>Maximum</b>	45	1449	SYSMIS/.
<b>Name</b>	K3B03a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: # children American Indian or Alaskan Native			645	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1211	-1/.N=Not Applicable
<b>Valid N</b>	645	<b>Mean</b>	0.48	10	-9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	19	1449	SYSMIS/.
<b>Name</b>	K3B03b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: # children Asian or Pacific Islander			645	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1211	-1/.N=Not Applicable
<b>Valid N</b>	645	<b>Mean</b>	0.53	10	-9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	14	1449	SYSMIS/.
<b>Name</b>	K3B03c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: # children Black, non-Hispanic			648	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1211	-1/.N=Not Applicable
<b>Valid N</b>	648	<b>Mean</b>	4.72	7	-9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	32	1449	SYSMIS/.
<b>Name</b>	K3B03d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: # children Hispanic			645	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1211	-1/.N=Not Applicable
<b>Valid N</b>	645	<b>Mean</b>	6.49	10	-9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	31	1449	SYSMIS/.
<b>Name</b>	K3B03e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: # children White, non-Hispanic			647	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1211	-1/.N=Not Applicable
<b>Valid N</b>	647	<b>Mean</b>	8.19	8	-9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	26	1449	SYSMIS/.
<b>Name</b>	K3B04			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: B4. # children with limited English proficiency (LEP)			649	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1211	-1/.N=Not Applicable
<b>Valid N</b>	649	<b>Mean</b>	4.89	6	-9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	31	1449	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	K3B05	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: B5. # children eligible for free/reduced-price meals	610	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	610	<b>Mean</b>	14.13
<b>Minimum</b>	0	<b>Maximum</b>	31
		1211	-1/.N=Not Applicable
		45	-9/.M=Missing
		1449	SYSMIS/.
<b>Name</b>	K3B06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: B6. # paid assistants/co-/team teachers in class	652	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	652	<b>Mean</b>	0.77
<b>Minimum</b>	0	<b>Maximum</b>	15
		1211	-1/.N=Not Applicable
		3	-9/.M=Missing
		1449	SYSMIS/.
<b>Name</b>	K3B07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: B7. Average hours/week paid assistants/co-teacher	651	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	651	<b>Mean</b>	10.04
<b>Minimum</b>	0	<b>Maximum</b>	40
		1211	-1/.N=Not Applicable
		4	-9/.M=Missing
		1449	SYSMIS/.
<b>Name</b>	K3B08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: B8. # adult volunteer assistants in this class	651	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	651	<b>Mean</b>	0.78
<b>Minimum</b>	0	<b>Maximum</b>	10
		1211	-1/.N=Not Applicable
		4	-9/.M=Missing
		1449	SYSMIS/.
<b>Name</b>	K3B09	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: B9. Average hours per week adult volunteers	650	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	650	<b>Mean</b>	2.59
<b>Minimum</b>	0	<b>Maximum</b>	35
		1211	-1/.N=Not Applicable
		5	-9/.M=Missing
		1449	SYSMIS/.
<b>Name</b>	K3B10_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: B10. English used for instruction	13	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	651	<b>Mean</b>	638
<b>Minimum</b>		<b>Maximum</b>	1=English
		1211	-1/.N=Not Applicable
		4	-9/.M=Missing
		1449	SYSMIS/.
<b>Name</b>	K3B10_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: B10. Spanish used for instruction	517	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	651	<b>Mean</b>	134
<b>Minimum</b>		<b>Maximum</b>	2=Spanish
		1211	-1/.N=Not Applicable
		4	-9/.M=Missing
		1449	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	K3B10_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: B10. Other language used for instruction	623	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	651	<b>Mean</b>	28 11=Other
<b>Minimum</b>		<b>Maximum</b>	1211 -1/.N=Not Applicable
			4 -9/.M=Missing
			1449 SYSMIS/.
<b>Name</b>	K3B11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: B11. How would you rate the behavior of this class	9	1=Grp misbehaves very frequently/almost always difficult to handle
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	652	<b>Mean</b>	62 2=The group misbehaves frequently and is often difficult to handle
<b>Minimum</b>		<b>Maximum</b>	278 3=The group misbehaves occasionally
			250 4=The group behaves well
			53 5=The group behaves exceptionally well
			1211 -1/.N=Not Applicable
			3 -9/.M=Missing
			1449 SYSMIS/.
<b>Name</b>	K3C01a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: a. Reading and language arts - frequency	1	3=1-2 Times a Week
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	652	<b>Mean</b>	7 4=3-4 Times a Week
<b>Minimum</b>		<b>Maximum</b>	644 5=Daily
			1211 -1/.N=Not Applicable
			3 -9/.M=Missing
			1449 SYSMIS/.
<b>Name</b>	K3C01b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: b. Mathematics - frequency	8	3=1-2 Times a Week
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	652	<b>Mean</b>	47 4=3-4 Times a Week
<b>Minimum</b>		<b>Maximum</b>	597 5=Daily
			1211 -1/.N=Not Applicable
			3 -9/.M=Missing
			1449 SYSMIS/.
<b>Name</b>	K3C01c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: c. Social studies - frequency	3	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	652	<b>Mean</b>	51 2=Less Than Once a Week
<b>Minimum</b>		<b>Maximum</b>	294 3=1-2 Times a Week
			210 4=3-4 Times a Week
			94 5=Daily
			1211 -1/.N=Not Applicable
			3 -9/.M=Missing
			1449 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	K3C01d	Frequency	Code and Description
<b>Label</b>	K3: d. Science - frequency	2	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	652	<b>Mean</b>	66 2=Less Than Once a Week
<b>Minimum</b>		<b>Maximum</b>	289 3=1-2 Times a Week
			199 4=3-4 Times a Week
			96 5=Daily
			1211 -1/.N=Not Applicable
			3 -9/.M=Missing
			1449 SYSMIS/.

Name	K3C02a	Frequency	Code and Description
<b>Label</b>	K3: a. Reading and language arts - minutes/day	11	1=1-30 Minutes a Day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	648	<b>Mean</b>	78 2=31-60 Minutes a Day
<b>Minimum</b>		<b>Maximum</b>	215 3=61-90 Minutes a Day
			344 4=More Than 90 Minutes a Day
			1211 -1/.N=Not Applicable
			7 -9/.M=Missing
			1449 SYSMIS/.

Name	K3C02b	Frequency	Code and Description
<b>Label</b>	K3: b. Mathematics - minutes/day	82	1=1-30 Minutes a Day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	648	<b>Mean</b>	367 2=31-60 Minutes a Day
<b>Minimum</b>		<b>Maximum</b>	178 3=61-90 Minutes a Day
			21 4=More Than 90 Minutes a Day
			1211 -1/.N=Not Applicable
			7 -9/.M=Missing
			1449 SYSMIS/.

Name	K3C02c	Frequency	Code and Description
<b>Label</b>	K3: c. Social studies - minutes/day	516	1=1-30 Minutes a Day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	645	<b>Mean</b>	118 2=31-60 Minutes a Day
<b>Minimum</b>		<b>Maximum</b>	11 3=61-90 Minutes a Day
			1211 -1/.N=Not Applicable
			10 -9/.M=Missing
			1449 SYSMIS/.

Name	K3C02d	Frequency	Code and Description
<b>Label</b>	K3: d. Science - minutes/day	488	1=1-30 Minutes a Day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	644	<b>Mean</b>	124 2=31-60 Minutes a Day
<b>Minimum</b>		<b>Maximum</b>	12 3=61-90 Minutes a Day
			20 4=More Than 90 Minutes a Day
			1211 -1/.N=Not Applicable
			11 -9/.M=Missing
			1449 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	K3C03a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: a. Work on learning the names of the letters	3	2=Once a Month or Less
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	650	<b>Mean</b>	5 3=Two or Three Times a Month
<b>Minimum</b>		<b>Maximum</b>	16 4=Once or Twice a Week
			41 5=Three or Four Times a Week
			585 6=Every Day
			1211 -1/.N=Not Applicable
			5 -9/.M=Missing
			1449 SYSMIS/.

<b>Name</b>	K3C03b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: b. Practice writing the letters of the alphabet	1	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	650	<b>Mean</b>	1 2=Once a Month or Less
<b>Minimum</b>		<b>Maximum</b>	1 3=Two or Three Times a Month
			35 4=Once or Twice a Week
			95 5=Three or Four Times a Week
			517 6=Every Day
			1211 -1/.N=Not Applicable
			5 -9/.M=Missing
			1449 SYSMIS/.

<b>Name</b>	K3C03c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: c. Discuss new words - frequency	42	4=Once or Twice a Week
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	650	<b>Mean</b>	131 5=Three or Four Times a Week
<b>Minimum</b>		<b>Maximum</b>	477 6=Every Day
			1211 -1/.N=Not Applicable
			5 -9/.M=Missing
			1449 SYSMIS/.

<b>Name</b>	K3C03d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: d. Work on phonics - frequency	5	4=Once or Twice a Week
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	650	<b>Mean</b>	34 5=Three or Four Times a Week
<b>Minimum</b>		<b>Maximum</b>	611 6=Every Day
			1211 -1/.N=Not Applicable
			5 -9/.M=Missing
			1449 SYSMIS/.

<b>Name</b>	K3C03e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: e. Listen to stories where they see the print	8	3=Two or Three Times a Month
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	650	<b>Mean</b>	27 4=Once or Twice a Week
<b>Minimum</b>		<b>Maximum</b>	86 5=Three or Four Times a Week
			529 6=Every Day
			1211 -1/.N=Not Applicable
			5 -9/.M=Missing
			1449 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	K3C03f	Frequency	Code and Description
<b>Label</b>	K3: f. Listen to stories but they don't see the print	89	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	650	<b>Mean</b>	51 2=Once a Month or Less
<b>Minimum</b>		<b>Maximum</b>	42 3=Two or Three Times a Month
			109 4=Once or Twice a Week
			81 5=Three or Four Times a Week
			278 6=Every Day
			1211 -1/.N=Not Applicable
			5 -9/.M=Missing
			1449 SYSMIS/.

Name	K3C03g	Frequency	Code and Description
<b>Label</b>	K3: g. Retell stories - frequency	1	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	649	<b>Mean</b>	8 2=Once a Month or Less
<b>Minimum</b>		<b>Maximum</b>	52 3=Two or Three Times a Month
			212 4=Once or Twice a Week
			210 5=Three or Four Times a Week
			166 6=Every Day
			1211 -1/.N=Not Applicable
			6 -9/.M=Missing
			1449 SYSMIS/.

Name	K3C03h	Frequency	Code and Description
<b>Label</b>	K3: h. Learn about conventions of print - frequency	8	3=Two or Three Times a Month
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	650	<b>Mean</b>	54 4=Once or Twice a Week
<b>Minimum</b>		<b>Maximum</b>	82 5=Three or Four Times a Week
			506 6=Every Day
			1211 -1/.N=Not Applicable
			5 -9/.M=Missing
			1449 SYSMIS/.

Name	K3C03i	Frequency	Code and Description
<b>Label</b>	K3: i. Write own name - frequency	1	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	646	<b>Mean</b>	4 4=Once or Twice a Week
<b>Minimum</b>		<b>Maximum</b>	6 5=Three or Four Times a Week
			635 6=Every Day
			1211 -1/.N=Not Applicable
			9 -9/.M=Missing
			1449 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	K3C03j	Frequency	Code and Description
<b>Label</b>	K3: j. Learn about rhyming words and word families	3	2=Once a Month or Less
<b>Format</b>	Num	19	3=Two or Three Times a Month
<b>Valid N</b>	649	93	4=Once or Twice a Week
<b>Minimum</b>		215	5=Three or Four Times a Week
<b>Type</b>	Source	319	6=Every Day
<b>Mean</b>		1211	-1/.N=Not Applicable
<b>Maximum</b>		6	-9/.M=Missing
		1449	SYSMIS/.

Name	K3C03k	Frequency	Code and Description
<b>Label</b>	K3: k. Learn about common prepositions - frequency	3	1=Never
<b>Format</b>	Num	24	2=Once a Month or Less
<b>Valid N</b>	650	89	3=Two or Three Times a Month
<b>Minimum</b>		176	4=Once or Twice a Week
<b>Type</b>	Source	202	5=Three or Four Times a Week
<b>Mean</b>		156	6=Every Day
<b>Maximum</b>		1211	-1/.N=Not Applicable
		5	-9/.M=Missing
		1449	SYSMIS/.

Name	K3C04a	Frequency	Code and Description
<b>Label</b>	K3: a. Count out loud - frequency	1	3=Two or Three Times a Month
<b>Format</b>	Num	7	4=Once or Twice a Week
<b>Valid N</b>	650	71	5=Three or Four Times a Week
<b>Minimum</b>		571	6=Every Day
<b>Type</b>	Source	1211	-1/.N=Not Applicable
<b>Mean</b>		5	-9/.M=Missing
<b>Maximum</b>		1449	SYSMIS/.

Name	K3C04b	Frequency	Code and Description
<b>Label</b>	K3: b. Work with geometric manipulatives - frequency	29	2=Once a Month or Less
<b>Format</b>	Num	82	3=Two or Three Times a Month
<b>Valid N</b>	645	222	4=Once or Twice a Week
<b>Minimum</b>		198	5=Three or Four Times a Week
<b>Type</b>	Source	114	6=Every Day
<b>Mean</b>		1211	-1/.N=Not Applicable
<b>Maximum</b>		10	-9/.M=Missing
		1449	SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	K3C04c		Frequency	Code and Description
Label	K3: c. Work with counting manipulatives - frequency		6	2=Once a Month or Less
Format	Num	Type	36	3=Two or Three Times a Month
Valid N	647	Mean	133	4=Once or Twice a Week
Minimum		Maximum	280	5=Three or Four Times a Week
			192	6=Every Day
			1211	-1/.N=Not Applicable
			8	-9/.M=Missing
			1449	SYSMIS/.

Name	K3C04d		Frequency	Code and Description
Label	K3: d. Play math-related games - frequency		4	1=Never
Format	Num	Type	20	2=Once a Month or Less
Valid N	647	Mean	46	3=Two or Three Times a Month
Minimum		Maximum	195	4=Once or Twice a Week
			232	5=Three or Four Times a Week
			150	6=Every Day
			1211	-1/.N=Not Applicable
			8	-9/.M=Missing
			1449	SYSMIS/.

Name	K3C04e		Frequency	Code and Description
Label	K3: e. Work with rulers, measuring cups, spoons, etc		18	1=Never
Format	Num	Type	163	2=Once a Month or Less
Valid N	648	Mean	275	3=Two or Three Times a Month
Minimum		Maximum	135	4=Once or Twice a Week
			36	5=Three or Four Times a Week
			21	6=Every Day
			1211	-1/.N=Not Applicable
			7	-9/.M=Missing
			1449	SYSMIS/.

Name	K3C04f		Frequency	Code and Description
Label	K3: f. Calendar-related activities - frequency		1	1=Never
Format	Num	Type	2	2=Once a Month or Less
Valid N	649	Mean	2	3=Two or Three Times a Month
Minimum		Maximum	5	4=Once or Twice a Week
			19	5=Three or Four Times a Week
			620	6=Every Day
			1211	-1/.N=Not Applicable
			6	-9/.M=Missing
			1449	SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	K3C05a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: a. Reading area with books	6	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	651	<b>Mean</b>	645 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1211 -1/.N=Not Applic
			4 -9/.M=Missing
			1449 SYSMIS/.

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<b>Name</b>	K3C05b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: b. Listening center	135	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	651	<b>Mean</b>	516 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1211 -1/.N=Not Applic
			4 -9/.M=Missing
			1449 SYSMIS/.

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<b>Name</b>	K3C05c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: c. Writing center or area	51	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	651	<b>Mean</b>	600 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1211 -1/.N=Not Applic
			4 -9/.M=Missing
			1449 SYSMIS/.

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<b>Name</b>	K3C05d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: d. Pocket chart or flannel board	63	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	650	<b>Mean</b>	587 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1211 -1/.N=Not Applic
			5 -9/.M=Missing
			1449 SYSMIS/.

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<b>Name</b>	K3C05e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: e. Math area with manipulatives	25	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	650	<b>Mean</b>	625 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1211 -1/.N=Not Applic
			5 -9/.M=Missing
			1449 SYSMIS/.

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<b>Name</b>	K3C05f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: f. Area for playing with puzzles and blocks	27	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	651	<b>Mean</b>	624 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1211 -1/.N=Not Applic
			4 -9/.M=Missing
			1449 SYSMIS/.

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## Codebook for Child-Level PUF, continued

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<b>Name</b>	K3C05g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: g. Water or sand table	447	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	649	<b>Mean</b>	202 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1211 -1/.N=Not Applic
			6 -9/.M=Missing
			1449 SYSMIS/.

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<b>Name</b>	K3C05h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: h. Computer area	101	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	649	<b>Mean</b>	548 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1211 -1/.N=Not Applic
			6 -9/.M=Missing
			1449 SYSMIS/.

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<b>Name</b>	K3C05i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: i. Science or nature area with manipulatives	394	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	651	<b>Mean</b>	257 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1211 -1/.N=Not Applic
			4 -9/.M=Missing
			1449 SYSMIS/.

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<b>Name</b>	K3C05j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: j. Dramatic play area or corner	227	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	649	<b>Mean</b>	422 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1211 -1/.N=Not Applic
			6 -9/.M=Missing
			1449 SYSMIS/.

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<b>Name</b>	K3C05k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: k. Art area	143	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	650	<b>Mean</b>	507 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1211 -1/.N=Not Applic
			5 -9/.M=Missing
			1449 SYSMIS/.

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<b>Name</b>	K3C06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: # times/week class has physical education	45	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	648	<b>Mean</b>	31 2=Less Than once a week
<b>Minimum</b>		<b>Maximum</b>	358 3=1 or 2 times a week
			129 4=3 or 4 Times a week
			85 5=Daily
			1211 -1/.N=Not Applicable
			7 -9/.M=Missing
			1449 SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	K3C07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: Physical education - minutes per day	86	1=1-15 minutes per day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	594	<b>Mean</b>	294 2=16-30 minutes per day
<b>Minimum</b>		<b>Maximum</b>	214 3=31-60 minutes per day
			1265 -1/.N=Not Applicable
			7 -9/.M=Missing
			1449 SYSMIS/.
<b>Name</b>	K3C08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: Typically, time class spends in recess	43	1=Do not have recess
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	638	<b>Mean</b>	209 2=1-15 minutes per day
<b>Minimum</b>		<b>Maximum</b>	248 3=16-30 minutes per day
			103 4=31-45 minutes per day
			35 5=More than 45 minutes per day
			1211 -1/.N=Not Applicable
			17 -9/.M=Missing
			1449 SYSMIS/.
<b>Name</b>	K3D01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: What is your gender	18	1=Male
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	651	<b>Mean</b>	633 2=Female
<b>Minimum</b>		<b>Maximum</b>	1211 -1/.N=Not Applic
			4 -9/.M=Missing
			1449 SYSMIS/.
<b>Name</b>	K3D02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: In what year were you born?	643	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	643	<b>Mean</b>	1965.98
<b>Minimum</b>	1950	<b>Maximum</b>	1983
			1211 -1/.N=Not Applicable
			12 -9/.M=Missing
			1449 SYSMIS/.
<b>Name</b>	K3D03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: Are you of Spanish, Hispanic, or Latino origin?	545	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	644	<b>Mean</b>	99 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1211 -1/.N=Not Applic
			11 -9/.M=Missing
			1449 SYSMIS/.
<b>Name</b>	K3D04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: Which Hispanic group	63	1=Mexican, Mexican American, Chicano
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	99	<b>Mean</b>	23 2=Puerto Rican
<b>Minimum</b>		<b>Maximum</b>	13 4=Another Spanish/Hispanic/Latino group
			1756 -1/.N=Not Applicable
			11 -9/.M=Missing
			1449 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	K3D05_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: D5. White	59	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	612	<b>Mean</b>	553 1=White
<b>Minimum</b>		<b>Maximum</b>	1211 -1/.N=Not Applicable
			43 -9/.M=Missing
			1449 SYSMIS/.
<b>Name</b>	K3D05_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: D5. Black or African American	571	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	612	<b>Mean</b>	41 2=Black or African American
<b>Minimum</b>		<b>Maximum</b>	1211 -1/.N=Not Applicable
			43 -9/.M=Missing
			1449 SYSMIS/.
<b>Name</b>	K3D05_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: D5. American Indian or Alaskan Native	596	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	612	<b>Mean</b>	16 3=American Indian or Alaskan Native
<b>Minimum</b>		<b>Maximum</b>	1211 -1/.N=Not Applicable
			43 -9/.M=Missing
			1449 SYSMIS/.
<b>Name</b>	K3D05_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: D5. Asian	603	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	612	<b>Mean</b>	9 10=Asian
<b>Minimum</b>		<b>Maximum</b>	1211 -1/.N=Not Applicable
			43 -9/.M=Missing
			1449 SYSMIS/.
<b>Name</b>	K3D05_14	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: D5. Native Hawaiian/Pacific Islander	601	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	608	<b>Mean</b>	7 14=Native Hawaiian or other Pacific Islander
<b>Minimum</b>		<b>Maximum</b>	1215 -1/.N=Not Applicable
			43 -9/.M=Missing
			1449 SYSMIS/.
<b>Name</b>	K3D06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: D6. How many years have you been a school teacher	649	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	649	<b>Mean</b>	13.63
<b>Minimum</b>	1	<b>Maximum</b>	30
			1211 -1/.N=Not Applicable
			6 -9/.M=Missing
			1449 SYSMIS/.
<b>Name</b>	K3D07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: D7. How many years have you taught this grade	649	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	649	<b>Mean</b>	7.85
<b>Minimum</b>	0	<b>Maximum</b>	30
			1211 -1/.N=Not Applicable
			6 -9/.M=Missing
			1449 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	K3D08		Frequency	Code and Description
<b>Label</b>	K3: D8. Years taught in your current school		648	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1211 -1/.N=Not Applicable
<b>Valid N</b>	648	<b>Mean</b>	8.16	7 -9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	30	1449 SYSMIS/.

Name	K3D09		Frequency	Code and Description
<b>Label</b>	K3: Highest level of education you have completed		4	1=High school diploma or GED
<b>Format</b>	Num	<b>Type</b>	Source	2 2=Associate's degree
<b>Valid N</b>	650	<b>Mean</b>	154	3=Bachelor's
<b>Minimum</b>		<b>Maximum</b>	176	4=1+ year past a Bachelor's
			288	5=Master's
			21	6=diploma 1+ year past a Master's
			2	7=Doctorate
			3	8=Other
			1211	-1/.N=Not Applicable
			5	-9/.M=Missing
			1449	SYSMIS/.

Name	K3D10a		Frequency	Code and Description
<b>Label</b>	K3: College courses in Early childhood education		50	0
<b>Format</b>	Num	<b>Type</b>	Source	59 1
<b>Valid N</b>	636	<b>Mean</b>	4.13	69 2
<b>Minimum</b>	0	<b>Maximum</b>	6	49 3
				66 4
				38 5
			305	6=6 or more
			1211	-1/.N=Not Applic
			19	-9/.M=Missing
			1449	SYSMIS/.

Name	K3D10b		Frequency	Code and Description
<b>Label</b>	K3: College courses in Elementary education		12	0
<b>Format</b>	Num	<b>Type</b>	Source	13 1
<b>Valid N</b>	634	<b>Mean</b>	5.47	14 2
<b>Minimum</b>	0	<b>Maximum</b>	6	28 3
				17 4
				25 5
			525	6=6 or more
			1211	-1/.N=Not Applic
			21	-9/.M=Missing
			1449	SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	K3D10c		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: College courses in Special education		162	0
<b>Format</b>	Num	<b>Type</b>	Source	157 1
<b>Valid N</b>	630	<b>Mean</b>	2.00	134 2
<b>Minimum</b>	0	<b>Maximum</b>	6	47 3
				30 4
				28 5
				72 6=6 or more
				1211 -1/.N=Not Applic
				25 -9/.M=Missing
				1449 SYSMIS/.

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<b>Name</b>	K3D10d		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: College courses in English as 2nd Language (ESL)		331	0
<b>Format</b>	Num	<b>Type</b>	Source	88 1
<b>Valid N</b>	631	<b>Mean</b>	1.37	76 2
<b>Minimum</b>	0	<b>Maximum</b>	6	41 3
				26 4
				17 5
				52 6=6 or more
				1211 -1/.N=Not Applic
				24 -9/.M=Missing
				1449 SYSMIS/.

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<b>Name</b>	K3D10e		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K3: College courses in Child development		20	0
<b>Format</b>	Num	<b>Type</b>	Source	95 1
<b>Valid N</b>	634	<b>Mean</b>	3.42	138 2
<b>Minimum</b>	0	<b>Maximum</b>	6	99 3
				83 4
				23 5
				176 6=6 or more
				1211 -1/.N=Not Applic
				21 -9/.M=Missing
				1449 SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	K3D10f		Frequency	Code and Description
<b>Label</b>	K3: College courses in Methods of teaching reading		7	0
<b>Format</b>	Num	<b>Type</b>	Source	61 1
<b>Valid N</b>	638	<b>Mean</b>	3.82	130 2
<b>Minimum</b>	0	<b>Maximum</b>	6	107 3
				79 4
				42 5
				212 6=6 or more
				1211 -1/.N=Not Applic
				17 -9/.M=Missing
				1449 SYSMIS/.

Name	K3D10g		Frequency	Code and Description
<b>Label</b>	K3: College courses in Methods of teaching mathematics		20	0
<b>Format</b>	Num	<b>Type</b>	Source	108 1
<b>Valid N</b>	636	<b>Mean</b>	2.99	183 2
<b>Minimum</b>	0	<b>Maximum</b>	6	110 3
				83 4
				26 5
				106 6=6 or more
				1211 -1/.N=Not Applic
				19 -9/.M=Missing
				1449 SYSMIS/.

Name	K3D10h		Frequency	Code and Description
<b>Label</b>	K3: College courses in Methods of teaching science		63	0
<b>Format</b>	Num	<b>Type</b>	Source	203 1
<b>Valid N</b>	636	<b>Mean</b>	2.17	170 2
<b>Minimum</b>	0	<b>Maximum</b>	6	81 3
				55 4
				8 5
				56 6=6 or more
				1211 -1/.N=Not Applic
				19 -9/.M=Missing
				1449 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	K3D11	Frequency	Code and Description
<b>Label</b>	K3: What type of teaching certificate do you have?	5	1=None
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	649	<b>Mean</b>	28
<b>Minimum</b>		<b>Maximum</b>	2
			528
			86
			1211
			6
			1449

Name	K3D12	Frequency	Code and Description
<b>Label</b>	K3: In what field did you obtain your highest degree?	15	1=Child development or developmental psychology
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	648	<b>Mean</b>	144
<b>Minimum</b>		<b>Maximum</b>	381
			36
			16
			10
			6
			5
			24
			11
			1211
			7
			1449

Name	K4_2Class	Frequency	Code and Description
<b>Label</b>	K4: 2-classroom Interview status	792	0=one class
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	799	<b>Mean</b>	6
<b>Minimum</b>		<b>Maximum</b>	1
			1015
			1501

Name	K4_Rated	Frequency	Code and Description
<b>Label</b>	K4: Number of students rated	797	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	797	<b>Mean</b>	1.59
<b>Minimum</b>	1	<b>Maximum</b>	8
			1015
			1503

Name	K4_Total	Frequency	Code and Description
<b>Label</b>	K4: Total number of students listed	799	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	799	<b>Mean</b>	1.61
<b>Minimum</b>	1	<b>Maximum</b>	8
			1015
			1501

## Codebook for Child-Level PUF, continued

<b>Name</b>	K4_TotAM	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: Number of rated students in AM class	73	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	73	<b>Mean</b>	0.71
<b>Minimum</b>	0	<b>Maximum</b>	2
<b>Name</b>	K4_TotPM	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: Number of rated students in PM class	73	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	73	<b>Mean</b>	0.51
<b>Minimum</b>	0	<b>Maximum</b>	2
<b>Name</b>	K4_TotFD	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: Number of rated students in full day class	726	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	726	<b>Mean</b>	1.63
<b>Minimum</b>	1	<b>Maximum</b>	8
<b>Name</b>	K4_Date	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: Date questionnaire completed	210	March 2009
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	799	<b>Mean</b>	287
<b>Minimum</b>		<b>Maximum</b>	217
			85
			June(/July) 2009
			1015 -1/.N=Not Applic
			1501 SYSMIS/.
<b>Name</b>	K4A01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: Public or private school	788	1=Public
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	799	<b>Mean</b>	11
<b>Minimum</b>		<b>Maximum</b>	2=Private
			1015 -1/.N=Not Applic
			1501 SYSMIS/.
<b>Name</b>	K4A02a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: Regular public school	47	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	730	<b>Mean</b>	683
<b>Minimum</b>		<b>Maximum</b>	1=Yes
			1026 -1/.N=Not Applic
			58 -9/.M=Missing
			1501 SYSMIS/.
<b>Name</b>	K4A02b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: Public school with a magnet program	442	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	503	<b>Mean</b>	61
<b>Minimum</b>		<b>Maximum</b>	1=Yes
			1026 -1/.N=Not Applic
			285 -9/.M=Missing
			1501 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	K4A02c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: Public School of choice (charter school, etc.)	398	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	506	<b>Mean</b>	1026 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	282 -9/.M=Missing
			1501 SYSMIS/.

<b>Name</b>	K4A02d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: Bureau of Indian Affairs (BIA) or tribal school	474	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	474	<b>Mean</b>	1026 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	314 -9/.M=Missing
			1501 SYSMIS/.

<b>Name</b>	K4A02e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: Special Education school	464	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	476	<b>Mean</b>	12 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			323 -9/.M=Missing
			1501 SYSMIS/.

<b>Name</b>	K4A03a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: Catholic school	2	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	10	<b>Mean</b>	8 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1803 -1/.N=Not Applic
			1 -9/.M=Missing
			1501 SYSMIS/.

<b>Name</b>	K4A03b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: Private school not accredited by NAIS	5	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	6	<b>Mean</b>	1 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1803 -1/.N=Not Applic
			5 -9/.M=Missing
			1501 SYSMIS/.

<b>Name</b>	K4A03c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: Private school accredited by NAIS	2	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	5	<b>Mean</b>	3 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1803 -1/.N=Not Applic
			6 -9/.M=Missing
			1501 SYSMIS/.

<b>Name</b>	K4A03d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: Special Education school	5	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	5	<b>Mean</b>	1803 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	6 -9/.M=Missing
			1501 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	K4A04			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: What is the highest grade taught at this school?			74	2=Kindergarten
<b>Format</b>	Num	<b>Type</b>	Source	10	4=1st grade
<b>Valid N</b>	798	<b>Mean</b>		56	5=2nd grade
<b>Minimum</b>		<b>Maximum</b>		45	6=3rd grade
				19	7=4th grade
				368	8=5th grade
				98	9=6th grade
				1	10=7th grade
				81	11=8th grade
				1	12=9th grade
				1	13=10th grade
				44	15=12th grade
				1015	-1/.N=Not Applicable
				1	-8/.D=Don't know
				1501	SYSMIS/.
<b>Name</b>	K4A05			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: # students currently enrolled in this school			794	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1015	-1/.N=Not Applicable
<b>Valid N</b>	794	<b>Mean</b>	533.09	5	-9/.M=Missing
<b>Minimum</b>	18	<b>Maximum</b>	2000	1501	SYSMIS/.
<b>Name</b>	K4A06			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: # students currently enrolled in kindergarten			793	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1015	-1/.N=Not Applicable
<b>Valid N</b>	793	<b>Mean</b>	97.86	6	-9/.M=Missing
<b>Minimum</b>	8	<b>Maximum</b>	707	1501	SYSMIS/.
<b>Name</b>	K4A07a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: a. phone/send home info about kindergarten programs			97	0=No
<b>Format</b>	Num	<b>Type</b>	Source	670	1=Yes
<b>Valid N</b>	767	<b>Mean</b>		1015	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		32	-9/.M=Missing
				1501	SYSMIS/.
<b>Name</b>	K4A07b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: b. Preschoolers spend some time in the K classroom			431	0=No
<b>Format</b>	Num	<b>Type</b>	Source	283	1=Yes
<b>Valid N</b>	714	<b>Mean</b>		1015	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>		85	-9/.M=Missing
				1501	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	K4A07c		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: c. School days shortened at beginning of school year		616	0=No
<b>Format</b>	Num	<b>Type</b>	85	1=Yes
<b>Valid N</b>	701	<b>Mean</b>	1015	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	98	-9/.M=Missing
			1501	SYSMIS/.

<b>Name</b>	K4A07d		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: d. Parents/children visit K before/start of school yr		120	0=No
<b>Format</b>	Num	<b>Type</b>	640	1=Yes
<b>Valid N</b>	760	<b>Mean</b>	1015	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	39	-9/.M=Missing
			1501	SYSMIS/.

<b>Name</b>	K4A07e		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: e. Teacher visits homes at beginning of school year		663	0=No
<b>Format</b>	Num	<b>Type</b>	27	1=Yes
<b>Valid N</b>	690	<b>Mean</b>	1015	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	109	-9/.M=Missing
			1501	SYSMIS/.

<b>Name</b>	K4A07f		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: f. Parent orientation at school before school year		140	0=No
<b>Format</b>	Num	<b>Type</b>	610	1=Yes
<b>Valid N</b>	750	<b>Mean</b>	1015	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	49	-9/.M=Missing
			1501	SYSMIS/.

<b>Name</b>	K4A07g		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: g. Other transition activities (Please describe)		522	0=No
<b>Format</b>	Num	<b>Type</b>	25	1=Yes
<b>Valid N</b>	547	<b>Mean</b>	1015	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	252	-9/.M=Missing
			1501	SYSMIS/.

<b>Name</b>	K4A07h		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4:(backcode) h. Orientation / bridge program for children		745	0=No
<b>Format</b>	Num	<b>Type</b>	36	1=Yes
<b>Valid N</b>	781	<b>Mean</b>	1015	-1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	18	-9/.M=Missing
			1501	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	K4A07i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4:(backcode) i. Screening to assess skills/needs before K	767	0=No
<b>Format</b>	Num		14 1=Yes
<b>Valid N</b>	781	<b>Mean</b>	1015 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	18 -9/.M=Missing
			1501 SYSMIS/.

<b>Name</b>	K4A07j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4:(backcode) j. Kindergarten teacher meets with children	778	0=No
<b>Format</b>	Num		3 1=Yes
<b>Valid N</b>	781	<b>Mean</b>	1015 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	18 -9/.M=Missing
			1501 SYSMIS/.

<b>Name</b>	K4A07k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4:(backcode) k. Transition svcs for children w/spcl needs	780	0=No
<b>Format</b>	Num		1 1=Yes
<b>Valid N</b>	781	<b>Mean</b>	1015 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	18 -9/.M=Missing
			1501 SYSMIS/.

<b>Name</b>	K4A07l	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4:(backcode) l. Offers staggered or gradual start to K	775	0=No
<b>Format</b>	Num		6 1=Yes
<b>Valid N</b>	781	<b>Mean</b>	1015 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	18 -9/.M=Missing
			1501 SYSMIS/.

<b>Name</b>	K4A08a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: Children can be retained at any grade	61	0=False
<b>Format</b>	Num		730 1=True
<b>Valid N</b>	791	<b>Mean</b>	1015 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	8 -9/.M=Missing
			1501 SYSMIS/.

<b>Name</b>	K4A08b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: Children can be retained in kindergarten	57	0=False
<b>Format</b>	Num		702 1=True
<b>Valid N</b>	759	<b>Mean</b>	1015 -1/.N=Not Applic
<b>Minimum</b>		<b>Maximum</b>	40 -9/.M=Missing
			1501 SYSMIS/.

<b>Name</b>	K4B01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: # students are currently enrolled in this class	796	valid numeric value
<b>Format</b>	Num		1015 -1/.N=Not Applicable
<b>Valid N</b>	796	<b>Mean</b>	3 -9/.M=Missing
<b>Minimum</b>	1	<b>Maximum</b>	36
			1501 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	K4B02a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: How many days a week does this class meet?			795	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1015	-1/.N=Not Applicable
<b>Valid N</b>	795	<b>Mean</b>	5.05	4	-9/.M=Missing
<b>Minimum</b>	2	<b>Maximum</b>	7	1501	SYSMIS/.
<b>Name</b>	K4B02b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: How many hours a week does this class meet?			779	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1015	-1/.N=Not Applicable
<b>Valid N</b>	779	<b>Mean</b>	31.79	20	-9/.M=Missing
<b>Minimum</b>	6	<b>Maximum</b>	49	1501	SYSMIS/.
<b>Name</b>	K4B03a			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: # children American Indian or Alaskan Native			774	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1015	-1/.N=Not Applicable
<b>Valid N</b>	774	<b>Mean</b>	0.42	25	-9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	12	1501	SYSMIS/.
<b>Name</b>	K4B03b			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: # children Asian or Pacific Islander			780	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1015	-1/.N=Not Applicable
<b>Valid N</b>	780	<b>Mean</b>	0.49	19	-9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	20	1501	SYSMIS/.
<b>Name</b>	K4B03c			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: # children Black, non-Hispanic			782	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1015	-1/.N=Not Applicable
<b>Valid N</b>	782	<b>Mean</b>	6.71	17	-9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	30	1501	SYSMIS/.
<b>Name</b>	K4B03d			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: # children Hispanic			783	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1015	-1/.N=Not Applicable
<b>Valid N</b>	783	<b>Mean</b>	5.22	16	-9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	29	1501	SYSMIS/.
<b>Name</b>	K4B03e			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: # children White, non-Hispanic			787	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1015	-1/.N=Not Applicable
<b>Valid N</b>	787	<b>Mean</b>	7.05	12	-9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	26	1501	SYSMIS/.
<b>Name</b>	K4B04			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: B4. # children with limited English proficiency (LEP)			795	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1015	-1/.N=Not Applicable
<b>Valid N</b>	795	<b>Mean</b>	3.41	4	-9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	27	1501	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	K4B05			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: B5. # children eligible for free/reduced-price meals			744	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1015	-1/.N=Not Applicable
<b>Valid N</b>	744	<b>Mean</b>	14.29	55	-9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	29	1501	SYSMIS/.

<b>Name</b>	K4B06			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: B6. # paid assistants/co-/team teachers in class			796	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1015	-1/.N=Not Applicable
<b>Valid N</b>	796	<b>Mean</b>	0.92	3	-9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	5	1501	SYSMIS/.

<b>Name</b>	K4B07			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: B7. Average hours/week paid assistants/co-teacher			792	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1015	-1/.N=Not Applicable
<b>Valid N</b>	792	<b>Mean</b>	13.87	7	-9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	45	1501	SYSMIS/.

<b>Name</b>	K4B08			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: B8. # adult volunteer assistants in this class			789	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1015	-1/.N=Not Applicable
<b>Valid N</b>	789	<b>Mean</b>	0.62	10	-9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	20	1501	SYSMIS/.

<b>Name</b>	K4B09			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: B9. Average hours per week adult volunteers			782	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1015	-1/.N=Not Applicable
<b>Valid N</b>	782	<b>Mean</b>	3.03	17	-9/.M=Missing
<b>Minimum</b>	0	<b>Maximum</b>	50	1501	SYSMIS/.

<b>Name</b>	K4B10_01			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: B10. English used for instruction			5	0=No
<b>Format</b>	Num	<b>Type</b>	Source	793	1=English
<b>Valid N</b>	798	<b>Mean</b>		1015	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1	-9/.M=Missing
				1501	SYSMIS/.

<b>Name</b>	K4B10_02			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: B10. Spanish used for instruction			648	0=No
<b>Format</b>	Num	<b>Type</b>	Source	150	2=Spanish
<b>Valid N</b>	798	<b>Mean</b>		1015	-1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		1	-9/.M=Missing
				1501	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	K4B10_11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: B10. Other language used for instruction	773	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	798	<b>Mean</b>	25 11=Other
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applicable
			1 -9/.M=Missing
			1501 SYSMIS/.
<b>Name</b>	K4B11	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: B11. How would you rate the behavior of this class	7	1=Grp misbehaves very frequently/almost always difficult to handle
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	799	<b>Mean</b>	88 2=The group misbehaves frequently and is often difficult to handle
<b>Minimum</b>		<b>Maximum</b>	339 3=The group misbehaves occasionally
			301 4=The group behaves well
			64 5=The group behaves exceptionally well
			1015 -1/.N=Not Applicable
			1501 SYSMIS/.
<b>Name</b>	K4C01a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: a. Reading and language arts - frequency	7	4=3-4 Times a Week
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	797	<b>Mean</b>	790 5=Daily
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applicable
			2 -9/.M=Missing
			1501 SYSMIS/.
<b>Name</b>	K4C01b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: b. Mathematics - frequency	1	2=Less Than Once a Week
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	794	<b>Mean</b>	2 3=1-2 Times a Week
<b>Minimum</b>		<b>Maximum</b>	29 4=3-4 Times a Week
			762 5=Daily
			1015 -1/.N=Not Applicable
			5 -9/.M=Missing
			1501 SYSMIS/.
<b>Name</b>	K4C01c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: c. Social studies - frequency	9	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	798	<b>Mean</b>	37 2=Less Than Once a Week
<b>Minimum</b>		<b>Maximum</b>	291 3=1-2 Times a Week
			263 4=3-4 Times a Week
			198 5=Daily
			1015 -1/.N=Not Applicable
			1 -9/.M=Missing
			1501 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	K4C01d	Frequency	Code and Description
<b>Label</b>	K4: d. Science - frequency	4	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	798	<b>Mean</b>	54 2=Less Than Once a Week
<b>Minimum</b>		<b>Maximum</b>	307 3=1-2 Times a Week
			274 4=3-4 Times a Week
			159 5=Daily
			1015 -1/.N=Not Applicable
			1 -9/.M=Missing
			1501 SYSMIS/.

Name	K4C02a	Frequency	Code and Description
<b>Label</b>	K4: a. Reading and language arts - minutes/day	9	1=1-30 Minutes a Day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	796	<b>Mean</b>	108 2=31-60 Minutes a Day
<b>Minimum</b>		<b>Maximum</b>	279 3=61-90 Minutes a Day
			400 4=More Than 90 Minutes a Day
			1015 -1/.N=Not Applicable
			3 -9/.M=Missing
			1501 SYSMIS/.

Name	K4C02b	Frequency	Code and Description
<b>Label</b>	K4: b. Mathematics - minutes/day	79	1=1-30 Minutes a Day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	796	<b>Mean</b>	430 2=31-60 Minutes a Day
<b>Minimum</b>		<b>Maximum</b>	240 3=61-90 Minutes a Day
			47 4=More Than 90 Minutes a Day
			1015 -1/.N=Not Applicable
			3 -9/.M=Missing
			1501 SYSMIS/.

Name	K4C02c	Frequency	Code and Description
<b>Label</b>	K4: c. Social studies - minutes/day	536	1=1-30 Minutes a Day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	780	<b>Mean</b>	227 2=31-60 Minutes a Day
<b>Minimum</b>		<b>Maximum</b>	11 3=61-90 Minutes a Day
			6 4=More Than 90 Minutes a Day
			1015 -1/.N=Not Applicable
			19 -9/.M=Missing
			1501 SYSMIS/.

Name	K4C02d	Frequency	Code and Description
<b>Label</b>	K4: d. Science - minutes/day	518	1=1-30 Minutes a Day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	777	<b>Mean</b>	237 2=31-60 Minutes a Day
<b>Minimum</b>		<b>Maximum</b>	15 3=61-90 Minutes a Day
			7 4=More Than 90 Minutes a Day
			1015 -1/.N=Not Applicable
			22 -9/.M=Missing
			1501 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	K4C03a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: a. Work on learning the names of the letters	4	2=Once a Month or Less
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	792	<b>Mean</b>	6 3=Two or Three Times a Month
<b>Minimum</b>		<b>Maximum</b>	16 4=Once or Twice a Week
			61 5=Three or Four Times a Week
			705 6=Every Day
			1015 -1/.N=Not Applicable
			7 -9/.M=Missing
			1501 SYSMIS/.

<b>Name</b>	K4C03b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: b. Practice writing the letters of the alphabet	1	2=Once a Month or Less
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	788	<b>Mean</b>	6 3=Two or Three Times a Month
<b>Minimum</b>		<b>Maximum</b>	34 4=Once or Twice a Week
			122 5=Three or Four Times a Week
			625 6=Every Day
			1015 -1/.N=Not Applicable
			11 -9/.M=Missing
			1501 SYSMIS/.

<b>Name</b>	K4C03c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: c. Discuss new words - frequency	3	3=Two or Three Times a Month
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	796	<b>Mean</b>	56 4=Once or Twice a Week
<b>Minimum</b>		<b>Maximum</b>	115 5=Three or Four Times a Week
			622 6=Every Day
			1015 -1/.N=Not Applicable
			3 -9/.M=Missing
			1501 SYSMIS/.

<b>Name</b>	K4C03d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: d. Work on phonics - frequency	1	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	796	<b>Mean</b>	3 3=Two or Three Times a Month
<b>Minimum</b>		<b>Maximum</b>	3 4=Once or Twice a Week
			42 5=Three or Four Times a Week
			747 6=Every Day
			1015 -1/.N=Not Applicable
			3 -9/.M=Missing
			1501 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	K4C03e	Frequency	Code and Description
<b>Label</b>	K4: e. Listen to stories where they see the print	3	3=Two or Three Times a Month
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	794	<b>Mean</b>	36 4=Once or Twice a Week
<b>Minimum</b>		<b>Maximum</b>	89 5=Three or Four Times a Week
			666 6=Every Day
			1015 -1/.N=Not Applicable
			5 -9/.M=Missing
			1501 SYSMIS/.

Name	K4C03f	Frequency	Code and Description
<b>Label</b>	K4: f. Listen to stories but they don't see the print	85	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	786	<b>Mean</b>	63 2=Once a Month or Less
<b>Minimum</b>		<b>Maximum</b>	41 3=Two or Three Times a Month
			153 4=Once or Twice a Week
			109 5=Three or Four Times a Week
			335 6=Every Day
			1015 -1/.N=Not Applicable
			13 -9/.M=Missing
			1501 SYSMIS/.

Name	K4C03g	Frequency	Code and Description
<b>Label</b>	K4: g. Retell stories - frequency	5	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	794	<b>Mean</b>	17 2=Once a Month or Less
<b>Minimum</b>		<b>Maximum</b>	52 3=Two or Three Times a Month
			216 4=Once or Twice a Week
			232 5=Three or Four Times a Week
			272 6=Every Day
			1015 -1/.N=Not Applicable
			5 -9/.M=Missing
			1501 SYSMIS/.

Name	K4C03h	Frequency	Code and Description
<b>Label</b>	K4: h. Learn about conventions of print - frequency	1	2=Once a Month or Less
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	794	<b>Mean</b>	10 3=Two or Three Times a Month
<b>Minimum</b>		<b>Maximum</b>	41 4=Once or Twice a Week
			113 5=Three or Four Times a Week
			629 6=Every Day
			1015 -1/.N=Not Applicable
			5 -9/.M=Missing
			1501 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	K4C03i	Frequency	Code and Description
<b>Label</b>	K4: i. Write own name - frequency	2	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	791	<b>Mean</b>	4 3=Two or Three Times a Month
<b>Minimum</b>		<b>Maximum</b>	2 4=Once or Twice a Week
			9 5=Three or Four Times a Week
			774 6=Every Day
			1015 -1/.N=Not Applicable
			8 -9/.M=Missing
			1501 SYSMIS/.

Name	K4C03j	Frequency	Code and Description
<b>Label</b>	K4: j. Learn about rhyming words and word families	1	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	778	<b>Mean</b>	7 3=Two or Three Times a Month
<b>Minimum</b>		<b>Maximum</b>	82 4=Once or Twice a Week
			269 5=Three or Four Times a Week
			419 6=Every Day
			1015 -1/.N=Not Applicable
			21 -9/.M=Missing
			1501 SYSMIS/.

Name	K4C03k	Frequency	Code and Description
<b>Label</b>	K4: k. Learn about common prepositions - frequency	4	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	795	<b>Mean</b>	27 2=Once a Month or Less
<b>Minimum</b>		<b>Maximum</b>	91 3=Two or Three Times a Month
			238 4=Once or Twice a Week
			217 5=Three or Four Times a Week
			218 6=Every Day
			1015 -1/.N=Not Applicable
			4 -9/.M=Missing
			1501 SYSMIS/.

Name	K4C04a	Frequency	Code and Description
<b>Label</b>	K4: a. Count out loud - frequency	1	2=Once a Month or Less
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	790	<b>Mean</b>	12 4=Once or Twice a Week
<b>Minimum</b>		<b>Maximum</b>	66 5=Three or Four Times a Week
			711 6=Every Day
			1015 -1/.N=Not Applicable
			9 -9/.M=Missing
			1501 SYSMIS/.

## Codebook for Child-Level PUF, continued

Name	K4C04b		Frequency	Code and Description
Label	K4: b. Work with geometric manipulatives - frequency		28	2=Once a Month or Less
Format	Num	Type	109	3=Two or Three Times a Month
Valid N	781	Mean	243	4=Once or Twice a Week
Minimum		Maximum	240	5=Three or Four Times a Week
			161	6=Every Day
			1015	-1/.N=Not Applicable
			18	-9/.M=Missing
			1501	SYSMIS/.

Name	K4C04c		Frequency	Code and Description
Label	K4: c. Work with counting manipulatives - frequency		10	2=Once a Month or Less
Format	Num	Type	39	3=Two or Three Times a Month
Valid N	797	Mean	167	4=Once or Twice a Week
Minimum		Maximum	305	5=Three or Four Times a Week
			276	6=Every Day
			1015	-1/.N=Not Applicable
			2	-9/.M=Missing
			1501	SYSMIS/.

Name	K4C04d		Frequency	Code and Description
Label	K4: d. Play math-related games - frequency		21	2=Once a Month or Less
Format	Num	Type	69	3=Two or Three Times a Month
Valid N	788	Mean	220	4=Once or Twice a Week
Minimum		Maximum	258	5=Three or Four Times a Week
			220	6=Every Day
			1015	-1/.N=Not Applicable
			11	-9/.M=Missing
			1501	SYSMIS/.

Name	K4C04e		Frequency	Code and Description
Label	K4: e. Work with rulers, measuring cups, spoons, etc		24	1=Never
Format	Num	Type	177	2=Once a Month or Less
Valid N	791	Mean	280	3=Two or Three Times a Month
Minimum		Maximum	221	4=Once or Twice a Week
			65	5=Three or Four Times a Week
			24	6=Every Day
			1015	-1/.N=Not Applicable
			8	-9/.M=Missing
			1501	SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	K4C04f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: f. Calendar-related activities - frequency	1	2=Once a Month or Less
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	797	<b>Mean</b>	7 4=Once or Twice a Week
<b>Minimum</b>		<b>Maximum</b>	12 5=Three or Four Times a Week
			777 6=Every Day
			1015 -1/.N=Not Applicable
			2 -9/.M=Missing
			1501 SYSMIS/.

<b>Name</b>	K4C05a	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: a. Reading area with books	5	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	799	<b>Mean</b>	794 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			1501 SYSMIS/.

<b>Name</b>	K4C05b	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: b. Listening center	154	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	797	<b>Mean</b>	643 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			2 -9/.M=Missing
			1501 SYSMIS/.

<b>Name</b>	K4C05c	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: c. Writing center or area	48	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	799	<b>Mean</b>	751 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			1501 SYSMIS/.

<b>Name</b>	K4C05d	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: d. Pocket chart or flannel board	84	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	797	<b>Mean</b>	713 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			2 -9/.M=Missing
			1501 SYSMIS/.

<b>Name</b>	K4C05e	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: e. Math area with manipulatives	30	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	797	<b>Mean</b>	767 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			2 -9/.M=Missing
			1501 SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	K4C05f	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: f. Area for playing with puzzles and blocks	43	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	796	<b>Mean</b>	753 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			3 -9/.M=Missing
			1501 SYSMIS/.

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<b>Name</b>	K4C05g	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: g. Water or sand table	587	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	795	<b>Mean</b>	208 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			4 -9/.M=Missing
			1501 SYSMIS/.

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<b>Name</b>	K4C05h	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: h. Computer area	110	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	795	<b>Mean</b>	685 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			4 -9/.M=Missing
			1501 SYSMIS/.

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<b>Name</b>	K4C05i	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: i. Science or nature area with manipulatives	410	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	796	<b>Mean</b>	386 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			3 -9/.M=Missing
			1501 SYSMIS/.

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<b>Name</b>	K4C05j	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: j. Dramatic play area or corner	323	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	798	<b>Mean</b>	475 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			1 -9/.M=Missing
			1501 SYSMIS/.

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<b>Name</b>	K4C05k	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: k. Art area	189	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	794	<b>Mean</b>	605 1=Yes
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			5 -9/.M=Missing
			1501 SYSMIS/.

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## Codebook for Child-Level PUF, continued

<b>Name</b>	K4C06	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: # times/week class has physical education	40	1=Never
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	797	<b>Mean</b>	33 2=Less Than once a week
<b>Minimum</b>		<b>Maximum</b>	435 3=1 or 2 times a week
			135 4=3 or 4 Times a week
			154 5=Daily
			1015 -1/.N=Not Applicable
			2 -9/.M=Missing
			1501 SYSMIS/.
<b>Name</b>	K4C07	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: Physical education - minutes per day	66	1=1-15 minutes per day
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	749	<b>Mean</b>	296 2=16-30 minutes per day
<b>Minimum</b>		<b>Maximum</b>	384 3=31-60 minutes per day
			3 4=More than 60 minutes per day
			1055 -1/.N=Not Applicable
			10 -9/.M=Missing
			1501 SYSMIS/.
<b>Name</b>	K4C08	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: Typically, time class spends in recess	51	1=Do not have recess
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	776	<b>Mean</b>	217 2=1-15 minutes per day
<b>Minimum</b>		<b>Maximum</b>	353 3=16-30 minutes per day
			122 4=31-45 minutes per day
			33 5=More than 45 minutes per day
			1015 -1/.N=Not Applicable
			23 -9/.M=Missing
			1501 SYSMIS/.
<b>Name</b>	K4D01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: What is your gender	14	1=Male
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	798	<b>Mean</b>	784 2=Female
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applic
			1 -9/.M=Missing
			1501 SYSMIS/.
<b>Name</b>	K4D02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: In what year were you born?	777	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	777	<b>Mean</b>	1966.45
<b>Minimum</b>	1950	<b>Maximum</b>	1983
			1015 -1/.N=Not Applicable
			22 -9/.M=Missing
			1501 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	K4D03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: Are you of Spanish, Hispanic, or Latino origin?	684	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	792	<b>Mean</b>	1015 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>	7 -9/.M=Missing
			1501 SYSMIS/.
<b>Name</b>	K4D04	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: Which Hispanic group	81	1=Mexican, Mexican American, Chicano
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	108	<b>Mean</b>	11 2=Puerto Rican
<b>Minimum</b>		<b>Maximum</b>	16 4=Another Spanish/Hispanic/Latino group
			1699 -1/.N=Not Applicable
			7 -9/.M=Missing
			1501 SYSMIS/.
<b>Name</b>	K4D05_01	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: D5. White	121	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	744	<b>Mean</b>	623 1=White
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applicable
			55 -9/.M=Missing
			1501 SYSMIS/.
<b>Name</b>	K4D05_02	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: D5. Black or African American	641	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	744	<b>Mean</b>	103 2=Black or African American
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applicable
			55 -9/.M=Missing
			1501 SYSMIS/.
<b>Name</b>	K4D05_03	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: D5. American Indian or Alaskan Native	732	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	744	<b>Mean</b>	12 3=American Indian or Alaskan Native
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applicable
			55 -9/.M=Missing
			1501 SYSMIS/.
<b>Name</b>	K4D05_10	<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: D5. Asian	736	0=No
<b>Format</b>	Num	<b>Type</b>	Source
<b>Valid N</b>	744	<b>Mean</b>	8 10=Asian
<b>Minimum</b>		<b>Maximum</b>	1015 -1/.N=Not Applicable
			55 -9/.M=Missing
			1501 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	K4D05_14		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: D5. Native Hawaiian/Pacific Islander		737	0=No
<b>Format</b>	Num	<b>Type</b>	Source	7 14=Native Hawaiian or other Pacific Islander
<b>Valid N</b>	744	<b>Mean</b>		1015 -1/.N=Not Applicable
<b>Minimum</b>		<b>Maximum</b>		55 -9/.M=Missing
				1501 SYSMIS/.

<b>Name</b>	K4D06		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: D6. How many years have you been a school teacher		798	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1015 -1/.N=Not Applicable
<b>Valid N</b>	798	<b>Mean</b>	14.11	1 -9/.M=Missing
<b>Minimum</b>	0.5	<b>Maximum</b>	30	1501 SYSMIS/.

<b>Name</b>	K4D07		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: D7. How many years have you taught this grade		798	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1015 -1/.N=Not Applicable
<b>Valid N</b>	798	<b>Mean</b>	8.74	1 -9/.M=Missing
<b>Minimum</b>	0.5	<b>Maximum</b>	30	1501 SYSMIS/.

<b>Name</b>	K4D08		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: D8. Years taught in your current school		787	valid numeric value
<b>Format</b>	Num	<b>Type</b>	Source	1015 -1/.N=Not Applicable
<b>Valid N</b>	787	<b>Mean</b>	8.69	12 -9/.M=Missing
<b>Minimum</b>	0.5	<b>Maximum</b>	30	1501 SYSMIS/.

<b>Name</b>	K4D09		<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: Highest level of education you have completed		8	2=Associate's degree
<b>Format</b>	Num	<b>Type</b>	Source	201 3=Bachelor's
<b>Valid N</b>	792	<b>Mean</b>		162 4=1+ year past a Bachelor's
<b>Minimum</b>		<b>Maximum</b>		373 5=Master's
				42 6=diploma 1+ year past a Master's
				3 7=Doctorate
				3 8=Other
				1015 -1/.N=Not Applicable
				7 -9/.M=Missing
				1501 SYSMIS/.

## Codebook for Child-Level PUF, continued

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Name	K4D10a		Frequency	Code and Description
<b>Label</b>	K4: College courses in Early childhood education		39	0
<b>Format</b>	Num	<b>Type</b>	Source	47 1
<b>Valid N</b>	746	<b>Mean</b>	4.38	87 2
<b>Minimum</b>	0	<b>Maximum</b>	6	74 3
				63 4
				43 5
				393 6=6 or more
				1015 -1/.N=Not Applic
				53 -9/.M=Missing
				1501 SYSMIS/.

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Name	K4D10b		Frequency	Code and Description
<b>Label</b>	K4: College courses in Elementary education		10	0
<b>Format</b>	Num	<b>Type</b>	Source	14 1
<b>Valid N</b>	749	<b>Mean</b>	5.48	24 2
<b>Minimum</b>	0	<b>Maximum</b>	6	25 3
				32 4
				22 5
				622 6=6 or more
				1015 -1/.N=Not Applic
				50 -9/.M=Missing
				1501 SYSMIS/.

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Name	K4D10c		Frequency	Code and Description
<b>Label</b>	K4: College courses in Special education		156	0
<b>Format</b>	Num	<b>Type</b>	Source	195 1
<b>Valid N</b>	726	<b>Mean</b>	2.10	149 2
<b>Minimum</b>	0	<b>Maximum</b>	6	75 3
				45 4
				10 5
				96 6=6 or more
				1015 -1/.N=Not Applic
				73 -9/.M=Missing
				1501 SYSMIS/.

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## Codebook for Child-Level PUF, continued

Name	K4D10d		Frequency	Code and Description
<b>Label</b>	K4: College courses in English as 2nd Language (ESL)		388	0
<b>Format</b>	Num	<b>Type</b>	Source	75 1
<b>Valid N</b>	701	<b>Mean</b>	1.34	85 2
<b>Minimum</b>	0	<b>Maximum</b>	6	45 3
				34 4
				20 5
				54 6=6 or more
				1015 -1/.N=Not Applic
				98 -9/.M=Missing
				1501 SYSMIS/.

Name	K4D10e		Frequency	Code and Description
<b>Label</b>	K4: College courses in Child development		11	0
<b>Format</b>	Num	<b>Type</b>	Source	79 1
<b>Valid N</b>	737	<b>Mean</b>	3.65	152 2
<b>Minimum</b>	0	<b>Maximum</b>	6	141 3
				99 4
				43 5
				212 6=6 or more
				1015 -1/.N=Not Applic
				62 -9/.M=Missing
				1501 SYSMIS/.

Name	K4D10f		Frequency	Code and Description
<b>Label</b>	K4: College courses in Methods of teaching reading		6	0
<b>Format</b>	Num	<b>Type</b>	Source	63 1
<b>Valid N</b>	750	<b>Mean</b>	3.87	151 2
<b>Minimum</b>	0	<b>Maximum</b>	6	113 3
				127 4
				51 5
				239 6=6 or more
				1015 -1/.N=Not Applic
				49 -9/.M=Missing
				1501 SYSMIS/.

## Codebook for Child-Level PUF, continued

<b>Name</b>	K4D10g			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: College courses in Methods of teaching mathematics			18	0
<b>Format</b>	Num	<b>Type</b>	Source	129	1
<b>Valid N</b>	742	<b>Mean</b>	3.08	192	2
<b>Minimum</b>	0	<b>Maximum</b>	6	136	3
				104	4
				30	5
				133	6=6 or more
				1015	-1/.N=Not Applic
				57	-9/.M=Missing
				1501	SYSMIS/.
<b>Name</b>	K4D10h			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: College courses in Methods of teaching science			60	0
<b>Format</b>	Num	<b>Type</b>	Source	235	1
<b>Valid N</b>	748	<b>Mean</b>	2.39	182	2
<b>Minimum</b>	0	<b>Maximum</b>	6	89	3
				73	4
				24	5
				85	6=6 or more
				1015	-1/.N=Not Applic
				51	-9/.M=Missing
				1501	SYSMIS/.
<b>Name</b>	K4D11			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: What type of teaching certificate do you have?			2	1=None
<b>Format</b>	Num	<b>Type</b>	Source	58	2=Temporary, probational, provisional, or emergency certification
<b>Valid N</b>	790	<b>Mean</b>		9	3=Certificate for completion of an alternative certification program
<b>Minimum</b>		<b>Maximum</b>		637	4=Regular or standard state certificate
				84	5=Advanced professional certificate
				1015	-1/.N=Not Applicable
				9	-9/.M=Missing
				1501	SYSMIS/.

## Codebook for Child-Level PUF, continued

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<b>Name</b>	K4D12			<b>Frequency</b>	<b>Code and Description</b>
<b>Label</b>	K4: In what field did you obtain your highest degree?			12	1=Child development or developmental psychology
<b>Format</b>	Num	<b>Type</b>	Source	168	2=Early childhood education
<b>Valid N</b>	793	<b>Mean</b>		445	3=Elementary education
<b>Minimum</b>		<b>Maximum</b>		46	4=Special education
				46	5=Other field
				5	6=Curriculum Development
				23	7=Administration
				14	8=Bilingual Education (including ESL)
				26	9=Reading/literacy
				8	10=Psychology, Counseling, or Social Work
				1015	-1/.N=Not Applicable
				6	-9/.M=Missing
				1501	SYSMIS/.

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## **APPENDIX G**

### **DESCRIPTIONS OF CONSTRUCTED/DERIVED VARIABLES**

## Appendix G

### Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Background and weighting information</b>		
<b>CHGENDER</b>	<b>Child Gender, Composite</b>	Binary (0/1)
	<input checked="" type="checkbox"/> <b>Fall 2006</b> <input type="checkbox"/> <b>Spring 2007</b> <input type="checkbox"/> <b>Spring 2008</b> <input type="checkbox"/> <b>Spring 2009</b>	
<b>Description:</b>	<p>This composite identifies child gender. It is derived from the parent interview and uses SMS data if parent interview data are not available in the fall. It is coded 0=Female, 1=Male. It is based on fall 2006 data, and in some instances spring 2007 data (due to missing data or nonresponse). It is accompanied by a flag that identifies cases whose spring 2007 data were used for the composite, CHGNDR_F.</p>	
<b>Specification:</b>	<p>If PnA01 = 1 (Girl), then CHGENDER = 0 (Female).            If PnA01 = 2 (Boy), then CHGENDER = 1 (Male).</p> <p>If PnA01 = R, D, or M, then use SMS data to identify CHGENDER. If both PnA01 and SMS data = R, D, or M, then CHGENDER = M.            If PnA01 = ".", then use SMS data to identify CHGENDER. If both PnA01 and SMS data = "." then CHGENDER = "."</p> <p>Where the CHGENDER composite could not be constructed in fall 2006 due to missing data (including no parent interview in the fall), the composite is constructed using spring 2007 data. Otherwise, fall 2006 data were used for the construct. This variable is accompanied by a flag that identifies cases whose spring data were used for the composite, CHGNDR_F.</p>	
<b>CHGNDR_F</b>	<b>Revised Child Sex Flag</b>	Binary (0/1)
	<input checked="" type="checkbox"/> <b>Fall 2006</b> <input type="checkbox"/> <b>Spring 2007</b> <input type="checkbox"/> <b>Spring 2008</b> <input type="checkbox"/> <b>Spring 2009</b>	
<b>Description:</b>	<p>This variable is a data flag identifying cases for whom spring 2007 data was used to update the fall 2006 version of the child sex composite, CHGENDER.</p>	
<b>Specification:</b>	<p>Where the CHGENDER composite could not be constructed in fall 2006 due to missing or inconsistent data in the fall, this composite is constructed using spring 2007 data. CHGNDR_F is the data flag that identifies cases whose spring data were used for the composite (= 1).</p>	
<b>CRACE</b>	<b>Child Race/Ethnicity</b>	Categorical (integer)
	<input checked="" type="checkbox"/> <b>Fall 2006</b> <input type="checkbox"/> <b>Spring 2007</b> <input type="checkbox"/> <b>Spring 2008</b> <input type="checkbox"/> <b>Spring 2009</b>	
<b>Description:</b>	<p>This race/ethnicity composite uses the 15 race dichotomous variables (White, Black or African American, American Indian or Alaskan Native, etc.) and the Hispanic ethnicity variable. Children can be identified by the parent as belonging to one or more of these categories, forming 7 racial/ethnic groups: White, non-Hispanic; African-American, non-Hispanic; Hispanic/Latino; American Indian or Alaska Native; Asian or Pacific Islander; Multiracial/Biracial, non-Hispanic; and Other. It is based on fall 2006 data, and in some instances spring 2007 data (due to missing data or nonresponse in the fall). It is accompanied by a flag that identifies cases whose spring 2007 data were used for the composite, CRACE_F.</p>	
<b>Specification:</b>	<p>If PnA03 = 1 (Yes), then CRACE = 3 (Hispanic/Latino). If PnA03 = 0 (No), then use PnA05.</p> <p>If more than one PnA05_XX does not = 0 (No), then CRACE = 6 (Multiracial/Biracial, non-Hispanic).            If PnA05_11 = 11, then CRACE = 1 (White, non-Hispanic).            If PnA05_12 = 12, then CRACE = 2 (African-American, non-Hispanic).            If PnA05_13 = 13, then CRACE = 4 (American Indian or Alaska Native).            If PnA05_14 = 14, PnA05_15 = 15, PnA05_16 = 16, PnA05_17 = 17, PnA05_18 = 18, PnA05_19 = 19, PnA05_20 = 20, PnA05_21 = 21, PnA05_22 = 22, PnA05_23 = 23, or PnA05_24 = 24, then CRACE = 5 (Asian or Pacific Islander).            If PnA05_25 = 25, then CRACE = 7 (Other Race).</p> <p>If PnA03 = "." and P1A05 = ".", then CRACE = "."            If PnA03 = R, D, or M and PnA05 = 0, R, D, or M, then CRACE = M.            If PnA03 = 0 (No) and PnA05_XX = R, D, or M, then CRACE = M.</p> <p>If PnA03 = R, D, or M and PnA05_XX = 1, use PnA05_XX for CRACE.</p> <p>Where the CRACE composite could not be constructed in fall 2006 due to missing data (including no parent interview in the fall), the composite is constructed using spring 2007 data. Otherwise, fall 2006 data were used for the construct. This variable is accompanied by a flag that identifies cases whose spring data were used for the composite, CRACE_F.</p>	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Background and weighting information</b>		
<b>CRACE_F</b>	<b>Revised Child Race Flag</b>	Binary (0/1)
	<input checked="" type="checkbox"/> <b>Fall 2006</b> <input type="checkbox"/> <b>Spring 2007</b> <input type="checkbox"/> <b>Spring 2008</b> <input type="checkbox"/> <b>Spring 2009</b>	
<b>Description:</b>	This variable is a data flag identifying cases for whom spring 2007 data was used to update the fall 2006 version of the child race composite, P1RRACE.	
<b>Specification:</b>	Where the P1RRACE composite could not be constructed in fall 2006 due to no parent interview in the fall, this composite is constructed using spring 2007 data. CRACE_F is the data flag that identifies cases whose spring data were used for the composite (= 1).	
<b>FRACE</b>	<b>Father's Race/Ethnicity</b>	Categorical (integer)
	<input checked="" type="checkbox"/> <b>Fall 2006</b> <input type="checkbox"/> <b>Spring 2007</b> <input type="checkbox"/> <b>Spring 2008</b> <input type="checkbox"/> <b>Spring 2009</b>	
<b>Description:</b>	This composite uses the 15 race dichotomous variables (White, Black or African American, American Indian or Alaskan Native, etc.) and the Hispanic ethnicity variable to identify the race/ethnicity of fathers, whether or not they reside in the household with the child. Fathers can be identified as belonging to one or more of these categories, forming 7 racial/ethnic groups: White, non-Hispanic; African-American, non-Hispanic; Hispanic/Latino; American Indian or Alaska Native; Asian or Pacific Islander; Multiracial/Biracial, non-Hispanic; and Other. It is based on fall 2006 data, and for new respondents in spring 2007, spring data. It is accompanied by a flag that identifies cases whose spring data were used for the composite, FRACE_F.	
<b>Specification:</b>	<p>If P1K10 = 1 (Yes), then FRACE = 3 (Hispanic/Latino). If P1K10 = 0 (No), then use P1K12.</p> <p>If more than one P1K10_XX does not = 0 (No), then FRACE = 6 (Multiracial/Biracial, non-Hispanic).            If P1K12_11 = 11, then FRACE = 1 (White, non-Hispanic).            If P1K12_12 = 12, then FRACE = 2 (African-American, non-Hispanic).            If P1K12_13 = 13, then FRACE = 4 (American Indian or Alaska Native).            If P1K12_14 = 14, P1K12_15 = 15, P1K12_16 = 16, P1K12_17 = 17, P1K12_18 = 18, P1K12_19 = 19, or P1K12_20 = 20, P1K12_21 = 21, P1K12_22 = 22, P1K12_23 = 23, or P1K12_24 = 24, then FRACE = 5 (Asian or Pacific Islander).            If P1K12_25 = 25, then FRACE = 7 (Other).</p> <p>If P1K10 = "." and P1K12_XX = ".", then FRACE = "."            If P1K10 = R, D, or M and P1K12_XX = 0, R, D, or M, then FRACE = M.            If P1K10 = 0 (No) and P1K12_XX = R, D, or M, then FRACE = M.            If P1K10 = R, D, or M and P1K12_XX = 1, use P1K12 for FRACE.</p> <p>Where the FRACE composite could not be constructed in fall 2006 due to missing data (including no parent interview in the fall), the composite was constructed using spring 2007 data. Otherwise, fall 2006 data were used for the construct. This variable is accompanied by a flag that identifies cases whose spring data were used for the composite, FRACE_F.</p>	
<b>FRACE_F</b>	<b>Revised Fall 2006 P1FRACE Flag</b>	Binary (0/1)
	<input checked="" type="checkbox"/> <b>Fall 2006</b> <input type="checkbox"/> <b>Spring 2007</b> <input type="checkbox"/> <b>Spring 2008</b> <input type="checkbox"/> <b>Spring 2009</b>	
<b>Description:</b>	This variable is a data flag identifying cases for whom spring 2007 data was used to update the fall 2006 version of the father race composite, FRACE.	
<b>Specification:</b>	Where the FRACE composite could not be constructed in fall 2006 due to no parent interview in the fall, this composite is constructed using spring 2007 data. FRACE_F is the data flag that identifies cases whose spring data were used for the composite (= 1).	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Background and weighting information</b>		
<b>MRACE</b>	<b>Mother's Race/Ethnicity</b>	Categorical (integer)
	<input checked="" type="checkbox"/> <b>Fall 2006</b> <input type="checkbox"/> <b>Spring 2007</b> <input type="checkbox"/> <b>Spring 2008</b> <input type="checkbox"/> <b>Spring 2009</b>	
<b>Description:</b>	This composite uses the 15 race dichotomous variables (White, Black or African American, American Indian or Alaskan Native, etc.) and the Hispanic ethnicity variable to identify the race/ethnicity of mothers, whether or not they reside in the household with the child. Mothers can be identified as belonging to one or more of these categories, forming 7 racial/ethnic groups: White, non-Hispanic; African-American, non-Hispanic; Hispanic/Latino; American Indian or Alaska Native; Asian or Pacific Islander; Multiracial/Biracial, non-Hispanic; and Other. It is based on fall 2006 data, and for new respondents in spring 2007, spring data. It is accompanied by a flag that identifies cases whose spring data were used for the composite, MRACE_F.	
<b>Specification:</b>	<p>If P1J10 = 1 (Yes), then MRACE = 3 (Hispanic/Latino). If P1J10 = 0 (No), then use P1J12.</p> <p>If more than one P1J10_XX does not = 0 (No), then MRACE = 6 (Multiracial/Biracial, non-Hispanic).            If P1J12_11 = 11, then MRACE = 1 (White, non-Hispanic).            If P1J12_12 = 12, then MRACE = 2 (African-American, non-Hispanic).            If P1J12_13 = 13, then MRACE = 4 (American Indian or Alaska Native).            If P1J12_14 = 14, P1J12_15 = 15, P1J12_16 = 16, P1J12_17 = 17, P1J12_18 = 18, P1J12_19 = 19, P1J12_20 = 20, P1J12_21 = 21, P1J12_22 = 22, P1J12_23 = 23, or P1J12_24 = 24, then MRACE = 5 (Asian or Pacific Islander).            If P1J12_25 = 25, then MRACE = 7 (Other).</p> <p>If P1J10 = R, D, or M and P1J12_XX = 0, R, D, or M, then MRACE = M.            If P1J10 = 0 (No) and P1J12_XX = R, D, or M, then MRACE = M.            If P1J10 = R, D, or M and P1J12_XX = 1, use P1J12 for MRACE.            If P1J10 = "." and P1J12_XX = ".", then MRACE = "."</p> <p>Where the MRACE composite could not be constructed in the fall due to missing data (including no parent interview in the fall), the composite was constructed using spring 2007 data. Otherwise, fall 2006 data were used for the construct. This variable is accompanied by a flag that identifies cases whose spring data were used for the composite, MRACE_F.</p>	
<b>MRACE_F</b>	<b>Revised Fall 2006 P1MRACE Flag</b>	Binary (0/1)
	<input checked="" type="checkbox"/> <b>Fall 2006</b> <input type="checkbox"/> <b>Spring 2007</b> <input type="checkbox"/> <b>Spring 2008</b> <input type="checkbox"/> <b>Spring 2009</b>	
<b>Description:</b>	This variable is a data flag identifying cases for whom spring 2007 data was used to update the fall 2006 version of the mother's racecomposite, MRACE.	
<b>Specification:</b>	Where the MRACE composite could not be constructed in fall 2006 due to no parent interview in the fall, this composite is constructed using spring 2007 data. MRACE_F is the data flag that identifies cases whose spring data were used for the composite (= 1).	
<b>P1FCAGE</b>	<b>Revised Child Age Flag</b>	Binary (0/1)
	<input checked="" type="checkbox"/> <b>Fall 2006</b> <input type="checkbox"/> <b>Spring 2007</b> <input type="checkbox"/> <b>Spring 2008</b> <input type="checkbox"/> <b>Spring 2009</b>	
<b>Description:</b>	This variable is a data flag identifying cases for whom spring 2007 data was used to update the fall 2006 version of the child age composite, P1RCAGE.	
<b>Specification:</b>	Where the P1RCAGE composite could not be constructed in fall 2006 due to missing or inconsistent data in the fall, this composite is constructed using spring 2007 data. P1FCAGE is the data flag that identifies cases whose spring data were used for the composite (= 1).	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Background and weighting information</b>				
<b>P1RCAGE</b>	<b>Child Age in Months</b>			Continuous
			<input checked="" type="checkbox"/> <b>Fall 2006</b> <input type="checkbox"/> <b>Spring 2007</b> <input type="checkbox"/> <b>Spring 2008</b> <input type="checkbox"/> <b>Spring 2009</b>	
<b>Description:</b>	P1RCAGE reflects child age in months as of September 1, 2006, which is designated as the start of the program year. The composite is derived from the parent interview and uses SMS data when parent interview data are missing. This composite allows us to describe our population of children at the "start of the program year." It is based on fall 2006 data, and in some instances spring data (due to missing or inconsistent data or nonresponse). It is accompanied by a flag that identifies cases whose spring data were used for the composite, P1FCAGE.			
<b>Specification:</b>	P1RCAGE = September 1, 2006 - P1A02 (or P2A02)  If P1A02 (or P2A02) is missing, use SMS data (DATEOFBIRTH)  Where the P1RCAGE composite could not be constructed in fall 2006 (due to missing or inconsistent data on child birthdate), this composite was constructed using spring 2007 data reports on the child's birthdate. Similarly, for new respondents in spring 2007, P1RCAGE was constructed using spring 2007 data. Otherwise, fall 2006 data were used for the construct. This variable is accompanied by a flag that identifies cases whose spring data were used for the composite, P1FCAGE.			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Direct child assessments</b>		
AnBMI	Child BMI Composite	Continuous
		<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	Body Mass Index (BMI) is a measure of body fat based on height and weight. This composite calculates child BMI using the imperial BMI formula.	
<b>Specification:</b>	$AnBMI = (AnWEIGHT \times 703.0696261393) / (AnHEIGHT \times AnHEIGHT)$ If AnWEIGHT or AnHEIGHT = M, then AnBMI = M. If AnWEIGHT or AnHEIGHT = ".", then AnBMI = "."	
	Any cases that were 1 SD above/below the mean on the AnBMI composite were set to missing (M). In fall 2006, cases that were 3 SDs above/below the mean on the AnBMI composite were set to missing (M).	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType

### Direct child assessments

AnBMICAT	Child BMI Categories	Categorical (integer)
		<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009

**Description:** Body Mass Index (BMI) is a measure of body fat based on height and weight. Taking into account the child's age and gender, BMI can be used to identify whether the child is of normal weight, underweight, at risk for overweight, or overweight. (The CDC also refers to these categories as normal weight, underweight, overweight, and obese). This composite identifies whether the child is underweight, of normal weight, at risk for overweight, or overweight. A child is considered to be underweight when his/her BMI score below the 5th percentile for their age and gender; of normal weight when his/her BMI score falls from the 5th percentile to less than the 85th percentile for their age and gender; at risk for overweight when his/her BMI score falls at or above the 85th percentile for their age and gender; and overweight when his/her BMI score is at or above the 95th percentile for their age and gender.

**Specification:** If the child meets the following criteria then, then AnBMIUDR = 1 (Child is Underweight). Otherwise, AnBMIUDR = 0 (Child is not Underweight).

Among boys (CHGENDER = 1), the following criteria are considered underweight:

AnCAGE = 2 and AnBMI is less than or equal to 14.7  
 AnCAGE = 2 1/4 and AnBMI is less than or equal to 14.6  
 AnCAGE = 2 1/2 and AnBMI is less than or equal to 14.5  
 AnCAGE = 2 3/4 and AnBMI is less than or equal to 14.4  
 AnCAGE = 3 and AnBMI is less than or equal to 14.4  
 AnCAGE = 3 1/4 and AnBMI is less than or equal to 14.3  
 AnCAGE = 3 1/2 and AnBMI is less than or equal to 14.2  
 AnCAGE = 3 3/4 and AnBMI is less than or equal to 14.1  
 AnCAGE = 4 and AnBMI is less than or equal to 14.0  
 AnCAGE = 4 1/4 and AnBMI is less than or equal to 14.0  
 AnCAGE = 4 1/2 and AnBMI is less than or equal to 14.0  
 AnCAGE = 4 3/4 and AnBMI is less than or equal to 13.9  
 AnCAGE = 5 and AnBMI is less than or equal to 13.8  
 AnCAGE = 5 1/4 and AnBMI is less than or equal to 13.8  
 AnCAGE = 5 1/2 and AnBMI is less than or equal to 13.8  
 AnCAGE = 5 3/4 and AnBMI is less than or equal to 13.8  
 AnCAGE = 6 and AnBMI is less than or equal to 13.8  
 AnCAGE = 6 1/4 and AnBMI is less than or equal to 13.8  
 AnCAGE = 6 1/2 and AnBMI is less than or equal to 13.7  
 AnCAGE = 6 3/4 and AnBMI is less than or equal to 13.7  
 AnCAGE = 7 and AnBMI is less than or equal to 13.7

Among girls (CHGENDER = 0), the following criteria are considered underweight:

AnCAGE = 2 and AnBMI is less than or equal to 14.4  
 AnCAGE = 2 1/4 and AnBMI is less than or equal to 14.3  
 AnCAGE = 2 1/2 and AnBMI is less than or equal to 14.2  
 AnCAGE = 2 3/4 and AnBMI is less than or equal to 14.1  
 AnCAGE = 3 and AnBMI is less than or equal to 14.0  
 AnCAGE = 3 1/4 and AnBMI is less than or equal to 13.9  
 AnCAGE = 3 1/2 and AnBMI is less than or equal to 13.9  
 AnCAGE = 3 3/4 and AnBMI is less than or equal to 13.8  
 AnCAGE = 4 and AnBMI is less than or equal to 13.7  
 AnCAGE = 4 1/4 and AnBMI is less than or equal to 13.7  
 AnCAGE = 4 1/2 and AnBMI is less than or equal to 13.6  
 AnCAGE = 4 3/4 and AnBMI is less than or equal to 13.6  
 AnCAGE = 5 and AnBMI is less than or equal to 13.5  
 AnCAGE = 5 1/4 and AnBMI is less than or equal to 13.5  
 AnCAGE = 5 1/2 and AnBMI is less than or equal to 13.5  
 AnCAGE = 5 3/4 and AnBMI is less than or equal to 13.5  
 AnCAGE = 6 and AnBMI is less than or equal to 13.4  
 AnCAGE = 6 1/4 and AnBMI is less than or equal to 13.4  
 AnCAGE = 6 1/2 and AnBMI is less than or equal to 13.4  
 AnCAGE = 6 3/4 and AnBMI is less than or equal to 13.4  
 AnCAGE = 7 and AnBMI is less than or equal to 13.4

If the child meets the following criteria then, then AnBMINRM = 1 (Child is Normal Weight). Otherwise, AnBMINRM = 0 (Child is not Normal Weight).

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType

### Direct child assessments

Among boys (CHGENDER = 1), the following criteria are considered normal weight:

AnCAGE = 2 and AnBMI is greater than 14.7 but less than 18.2  
AnCAGE = 2 1/4 and AnBMI is greater than 14.6 but less than 17.9  
AnCAGE = 2 1/2 and AnBMI is greater than 14.5 but less than 17.7  
AnCAGE = 2 3/4 and AnBMI is greater than 14.4 but less than 17.5  
AnCAGE = 3 and AnBMI is greater than 14.4 but less than 17.3  
AnCAGE = 3 1/4 and AnBMI is greater than 14.3 but less than 17.2  
AnCAGE = 3 1/2 and AnBMI is greater than 14.2 but less than 17.1  
AnCAGE = 3 3/4 and AnBMI is greater than 14.1 but less than 17.0  
AnCAGE = 4 and AnBMI is greater than 14.0 but less than 16.9  
AnCAGE = 4 1/4 and AnBMI is greater than 14.0 but less than 16.9  
AnCAGE = 4 1/2 and AnBMI is greater than 14.0 but less than 16.9  
AnCAGE = 4 3/4 and AnBMI is greater than 13.9 but less than 16.8  
AnCAGE = 5 and AnBMI is greater than 13.8 but less than 16.8  
AnCAGE = 5 1/4 and AnBMI is greater than 13.8 but less than 16.9  
AnCAGE = 5 1/2 and AnBMI is greater than 13.8 but less than 16.9  
AnCAGE = 5 3/4 and AnBMI is greater than 13.8 but less than 17.0  
AnCAGE = 6 and AnBMI is greater than 13.8 but less than 17.0  
AnCAGE = 6 1/4 and AnBMI is greater than 13.8 but less than 17.1  
AnCAGE = 6 1/2 and AnBMI is greater than 13.7 but less than 17.2  
AnCAGE = 6 3/4 and AnBMI is greater than 13.7 but less than 17.3  
AnCAGE = 7 and AnBMI is greater than 13.7 but less than 17.4

Among girls (CHGENDER = 0), the following criteria are considered normal weight:

AnCAGE = 2 and AnBMI is greater than 14.4 but less than 18.0  
AnCAGE = 2 1/4 and AnBMI is greater than 14.3 but less than 17.8  
AnCAGE = 2 1/2 and AnBMI is greater than 14.2 but less than 17.6  
AnCAGE = 2 3/4 and AnBMI is greater than 14.1 but less than 17.3  
AnCAGE = 3 and AnBMI is greater than 14.0 but less than 17.2  
AnCAGE = 3 1/4 and AnBMI is greater than 13.9 but less than 17.1  
AnCAGE = 3 1/2 and AnBMI is greater than 13.9 but less than 17.0  
AnCAGE = 3 3/4 and AnBMI is greater than 13.8 but less than 16.9  
AnCAGE = 4 and AnBMI is greater than 13.7 but less than 16.8  
AnCAGE = 4 1/4 and AnBMI is greater than 13.7 but less than 16.8  
AnCAGE = 4 1/2 and AnBMI is greater than 13.6 but less than 16.8  
AnCAGE = 4 3/4 and AnBMI is greater than 13.6 but less than 16.8  
AnCAGE = 5 and AnBMI is greater than 13.5 but less than 16.8  
AnCAGE = 5 1/4 and AnBMI is greater than 13.5 but less than 16.8  
AnCAGE = 5 1/2 and AnBMI is greater than 13.5 but less than 16.9  
AnCAGE = 5 3/4 and AnBMI is greater than 13.5 but less than 17.0  
AnCAGE = 6 and AnBMI is greater than 13.4 but less than 17.1  
AnCAGE = 6 1/4 and AnBMI is greater than 13.4 but less than 17.2  
AnCAGE = 6 1/2 and AnBMI is greater than 13.4 but less than 17.3  
AnCAGE = 6 3/4 and AnBMI is greater than 13.4 but less than 17.5  
AnCAGE = 7 and AnBMI is greater than 13.4 but less than 17.6  
If the child meets the following criteria then, then AnBMIROV = 1 (Child is at Risk for Overweight).  
Otherwise, AnBMIROV = 0 (Child is at Risk for Overweight).

Among boys (CHGENDER = 1), the following criteria are considered at risk for overweight:

AnCAGE = 2 and AnBMI is greater than 18.2 but less than 19.3  
AnCAGE = 2 1/4 and AnBMI is greater than 17.9 but less than 19.1  
AnCAGE = 2 1/2 and AnBMI is greater than 17.7 but less than 18.7  
AnCAGE = 2 3/4 and AnBMI is greater than 17.5 but less than 18.5  
AnCAGE = 3 and AnBMI is greater than 17.3 but less than 18.2  
AnCAGE = 3 1/4 and AnBMI is greater than 17.2 but less than 18.1  
AnCAGE = 3 1/2 and AnBMI is greater than 17.1 but less than 18.0  
AnCAGE = 3 3/4 and AnBMI is greater than 17.0 but less than 17.9  
AnCAGE = 4 and AnBMI is greater than 16.9 but less than 17.8  
AnCAGE = 4 1/4 and AnBMI is greater than 16.9 but less than 17.8  
AnCAGE = 4 1/2 and AnBMI is greater than 16.9 but less than 17.8  
AnCAGE = 4 3/4 and AnBMI is greater than 16.8 but less than 17.9

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType

### Direct child assessments

AnCAGE = 5 and AnBMI is greater than 16.8 but less than 17.9  
 AnCAGE = 5 1/4 and AnBMI is greater than 16.9 but less than 18.0  
 AnCAGE = 5 1/2 and AnBMI is greater than 16.9 but less than 18.1  
 AnCAGE = 5 3/4 and AnBMI is greater than 17.0 but less than 18.3  
 AnCAGE = 6 and AnBMI is greater than 17.0 but less than 18.4  
 AnCAGE = 6 1/4 and AnBMI is greater than 17.1 but less than 18.6  
 AnCAGE = 6 1/2 and AnBMI is greater than 17.2 but less than 18.7  
 AnCAGE = 6 3/4 and AnBMI is greater than 17.3 but less than 18.9  
 AnCAGE = 7 and AnBMI is greater than 17.4 but less than 19.1

Among girls (CHGENDER = 0), the following criteria are considered at risk for overweight:

AnCAGE = 2 and AnBMI is greater than 18.0 but less than 19.1  
 AnCAGE = 2 1/4 and AnBMI is greater than 17.8 but less than 18.8  
 AnCAGE = 2 1/2 and AnBMI is greater than 17.6 but less than 18.6  
 AnCAGE = 2 3/4 and AnBMI is greater than 17.3 but less than 18.4  
 AnCAGE = 3 and AnBMI is greater than 17.2 but less than 18.3  
 AnCAGE = 3 1/4 and AnBMI is greater than 17.1 but less than 18.2  
 AnCAGE = 3 1/2 and AnBMI is greater than 17.0 but less than 18.1  
 AnCAGE = 3 3/4 and AnBMI is greater than 16.9 but less than 18.0  
 AnCAGE = 4 and AnBMI is greater than 16.8 but less than 18.0  
 AnCAGE = 4 1/4 and AnBMI is greater than 16.8 but less than 18.0  
 AnCAGE = 4 1/2 and AnBMI is greater than 16.8 but less than 18.1  
 AnCAGE = 4 3/4 and AnBMI is greater than 16.8 but less than 18.1  
 AnCAGE = 5 and AnBMI is greater than 16.8 but less than 18.2  
 AnCAGE = 5 1/4 and AnBMI is greater than 16.8 but less than 18.4  
 AnCAGE = 5 1/2 and AnBMI is greater than 16.9 but less than 18.5  
 AnCAGE = 5 3/4 and AnBMI is greater than 17.0 but less than 18.7  
 AnCAGE = 6 and AnBMI is greater than 17.1 but less than 18.8  
 AnCAGE = 6 1/4 and AnBMI is greater than 17.2 but less than 19.0  
 AnCAGE = 6 1/2 and AnBMI is greater than 17.3 but less than 19.2  
 AnCAGE = 6 3/4 and AnBMI is greater than 17.5 but less than 19.4  
 AnCAGE = 7 and AnBMI is greater than 17.6 but less than 19.6

If the child meets the following criteria then, then AnBMIOVR = 1 (Child is Overweight).  
 Otherwise, AnBMIOVR = 0 (Child is not Overweight).

Among boys (CHGENDER = 1), the following criteria are considered overweight:

AnCAGE = 2 and AnBMI greater than or equal to 19.3  
 AnCAGE = 2 1/4 and AnBMI greater than or equal to 19.1  
 AnCAGE = 2 1/2 and AnBMI greater than or equal to 18.7  
 AnCAGE = 2 3/4 and AnBMI greater than or equal to 18.5  
 AnCAGE = 3 and AnBMI greater than or equal to 18.2  
 AnCAGE = 3 1/4 and AnBMI greater than or equal to 18.1  
 AnCAGE = 3 1/2 and AnBMI greater than or equal to 18.0  
 AnCAGE = 3 3/4 and AnBMI greater than or equal to 17.9  
 AnCAGE = 4 and AnBMI greater than or equal to 17.8  
 AnCAGE = 4 1/4 and AnBMI greater than or equal to 17.8  
 AnCAGE = 4 1/2 and AnBMI greater than or equal to 17.8  
 AnCAGE = 4 3/4 and AnBMI greater than or equal to 17.9  
 AnCAGE = 5 and AnBMI greater than or equal to 17.9  
 AnCAGE = 5 1/4 and AnBMI greater than or equal to 18.0  
 AnCAGE = 5 1/2 and AnBMI greater than or equal to 18.1  
 AnCAGE = 5 3/4 and AnBMI greater than or equal to 18.3  
 AnCAGE = 6 and AnBMI greater than or equal to 18.4  
 AnCAGE = 6 1/4 and AnBMI greater than or equal to 18.6  
 AnCAGE = 6 1/2 and AnBMI greater than or equal to 18.7  
 AnCAGE = 6 3/4 and AnBMI greater than or equal to 18.9  
 AnCAGE = 7 and AnBMI greater than or equal to 19.1

Among girls (CHGENDER = 0), the following criteria are considered overweight:

AnCAGE = 2 and AnBMI greater than or equal to 19.1  
 AnCAGE = 2 1/4 and AnBMI greater than or equal to 18.8

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Direct child assessments</b>				
	<p>AnCAGE = 2 1/2 and AnBMI greater than or equal to 18.6            AnCAGE = 2 3/4 and AnBMI greater than or equal to 18.4            AnCAGE = 3 and AnBMI greater than or equal to 18.3            AnCAGE = 3 1/4 and AnBMI greater than or equal to 18.2            AnCAGE = 3 1/2 and AnBMI greater than or equal to 18.1            AnCAGE = 3 3/4 and AnBMI greater than or equal to 18.0            AnCAGE = 4 and AnBMI greater than or equal to 18.0            AnCAGE = 4 1/4 and AnBMI greater than or equal to 18.0            AnCAGE = 4 1/2 and AnBMI greater than or equal to 18.1            AnCAGE = 4 3/4 and AnBMI greater than or equal to 18.1            AnCAGE = 5 and AnBMI greater than or equal to 18.2            AnCAGE = 5 1/4 and AnBMI greater than or equal to 18.4            AnCAGE = 5 1/2 and AnBMI greater than or equal to 18.5            AnCAGE = 5 3/4 and AnBMI greater than or equal to 18.7            AnCAGE = 6 and AnBMI greater than or equal to 18.8            AnCAGE = 6 1/4 and AnBMI greater than or equal to 19.0            AnCAGE = 6 1/2 and AnBMI greater than or equal to 19.2            AnCAGE = 6 3/4 and AnBMI greater than or equal to 19.4            AnCAGE = 7 and AnBMI greater than or equal to 19.6            Finally, using the binaries created above, create a categorical variable, AnBMICAT, with categories underweight, normal weight, at risk for overweight, and overweight.            Apply missing data rule, with constructs coded as "." if source items are "." And as ".M" if source items are ".M."</p>			
<b>AnCAGE</b>	<b>Child Assessment Age in Months</b>			Continuous
			<input checked="" type="checkbox"/> <b>Fall 2006</b> <input checked="" type="checkbox"/> <b>Spring 2007</b> <input checked="" type="checkbox"/> <b>Spring 2008</b> <input checked="" type="checkbox"/> <b>Spring 2009</b>	
<b>Description:</b>	AnCAGE reflects the child's age in months at the time of the direct child assessment. This composite allows for adjustment of differences in when children were assessed, which is useful in estimates of cross-year growth.			
<b>Specification:</b>	AnCAGE = Date of assessment - DATEOFBIRTH (reported in the SMS)			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Direct child assessments</b>		
<b>AnHEIGHT</b>	<b>Child Height in Inches Composite</b>	Continuous
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	Height is measured twice (and in some instances three times) in FACES following a protocol that has been used in the ECLS-K, ECLS-B, and other federal government surveys. This composite reflects child height in inches after adjusting for any error or inaccuracies in the measurements.	
<b>Specification:</b>	<p>First, create temporary variables for the height tems by converting the centimeter measurements into inches. Temporary variables for height in inches (TEMPHT1 and TEMPHT2) are calculated by multiplying AnF01_1 (and AnF01_2) by 0.3937008.</p> <p>For cases where the two height variables are consistent:            If TEMPHT1 = TEMPHT2, then AnHEIGHT = TEMPHT1.            If TEMPHT1 = TEMPHT2 and both values = D or R, then AnHEIGHT = M.</p> <p>If there is only 1 height measurement, AnHEIGHT = M.</p> <p>In fall 2006:            If TEMPHT1 ≠ TEMPHT2 but the values are less than 2 inches apart, then A1HEIGHT = the average of TEMPHT1 and TEMPHT2.</p> <p>Otherwise, first, calculate the child's chronological age at the time that height was assessed by subtracting the child's date of birth (DATEOFBIRTH) from the date that height was measured (variable "A1F_Date"):</p> <p>--Among boys, A1HEIGHT = the value that is closest to 43 inches (the average height for a five-year-old boy) if the boy is 5; 45 ½ inches if the boy is 6; 40 ½ inches if the boy is 4; 37 ½ inches if the boy is 3; 34 inches if the boy is 2.</p> <p>--Among girls, A1HEIGHT = the value that is closest to 42 ½ inches (the average height for a five-year-old girl) if the girl is 5; 45 ¼ inches if the girl is 6; 39 ¾ inches if the girl is 4; 37 inches if the girl is 3; 33 ½ inches if the girl is 2.</p> <p>These weight values are based on Center for Disease Control growth charts.</p> <p>In spring 2007, spring 2008, and spring 2009:</p> <p>A third height measurement was collected when the first two measurments were inconsistent. If TEMPHT1 ≠ TEMPHT2, then use the third height measurement (TEMPHT3) as follows:</p> <p>--If any values on TEMPHT1, TEMPHT2, or TEMPHT3 are the same, we will use this value for AnHEIGHT            If none of the values on TEMPHT1, TEMPHT2, or TEMPHT3 are the same, take the average of the two values that are closest together for AnHEIGHT.</p> <p>--For cases where the two height measurements are not consistent, but there is no third height measurement, take the average of the two values present.</p> <p>Cases that were 3 SDs above/below the mean on the AnHEIGHT composite were set to missing (M).</p>	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Direct child assessments</b>				
<b>AnWEIGHT</b>	<b>Child Weight Composite</b>			Continuous
				<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	Weight is measured twice (and in some instances three times) in FACES following a protocol that has been used in the ECLS-K, ECLS-B, and other federal government surveys. This composite reflects child weight in pounds after adjusting for any error or inaccuracies in the measurements.			
<b>Specification:</b>	<p>First, create temporary variables for the weight items by converting the kilogram measurements into pounds. Temporary variables for weight in pounds (TEMPWT1 and TEMPWT2) can be calculated by multiplying AnF02_1 (and A1F02_2) by 2.20462262.</p> <p>For cases where the two weight measurements are consistent:            If TEMPWT1 = TEMPWT2, then AnWEIGHT = TEMPWT1.            If TEMPWT1 = TEMPWT2 and both values = D or R, then AnWEIGHT = M.</p> <p>If there is only 1 weight measurement, AnWEIGHT = M.</p> <p>For cases in which the two weight measurements were inconsistent, the method for constructing AnWEIGHT differed between fall 2006 and subsequent waves.</p> <p>In fall 2006:            If TEMPWT1 ≠ TEMPWT2 but the values are less than 5 pounds apart, then A1WEIGHT = the average of TEMPWT1 and TEMPWT2.</p> <p>Otherwise, first, calculate the child's chronological age at the time that weight was assessed by subtracting the child's date of birth (DATEOFBIRTH) from the date that weight was measured (variable "A1F_Date"):</p> <p>--Among boys, A1WEIGHT = the value that is closest to 40 pounds (the average weight for a five-year-old boy) if the boy is 5; 46 pounds if the boy is 6; 34 pounds if the boy is 4; 30 pounds if the boy is 3; 28 pounds if the boy is 2.</p> <p>--Among girls, A1WEIGHT = the value that is closest to 40 pounds (the average weight for a five-year-old girl) if the girl is 5; 44 pounds if the girl is 6; 34 pounds if the girl is 4; 30 pounds if the girl is 3; 26 pounds if the girl is 2.</p> <p>These weight values are based on Center for Disease Control growth charts.</p> <p>In spring 2007, spring 2008, and spring 2009:            A third weight measurement was collected when the first two measurements were inconsistent. If TEMPWT1 ≠ TEMPWT2, then use the third weight measurement (TEMPWT3) as follows:</p> <p>--If any values on TEMPWT1, TEMPWT2, or TEMPWT3 are the same, we will use this value for AnWEIGHT            If none of the values on TEMPWT1, TEMPWT2, or TEMPWT3 are the same, take the average of the two values that are closest together for AnWEIGHT.</p> <p>--For cases where the two weight measurements are not consistent, but there is no third weight measurement, take the average of the two values present.</p> <p>Cases that were 3 SDs above/below the mean on the AnWEIGHT composite were set to missing (M).</p>			
<b>AnECMATH</b>	<b>ECLS-B Math Theta (ability estimate)</b>			Continuous
	ECLS-B	IRT Score		<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	This variable represents the child's mathematics ability as estimated through IRT on the ECLS-B math section. While the IRT scale scores represent estimates of the number of items children would have answered correctly if they had taken all of the FACES (and separately all of the ECLS-B preschool national) scorable questions, the math theta ability estimate represents performance on the items actually administered.			
<b>Specification:</b>	Item response theory (IRT) was used to create scale scores and other IRT-based scores. A three-parameter IRT model (Lord 1980) was used. Details of the three-parameter model used and IRT methodology can be found in the 9 month - Preschool year ECLS-B psychometric report.			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Direct child assessments</b>				
<b>AnECMCNT</b>	<b>ECLS-B Math Highest Number Counted of 20</b>			Continuous
	ECLS-B	Raw Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	This variable indicates the highest number the child counted to when administered the "count to 20" item in the ECLS-B section. Scores range from 1 to 20. The assessor administered this item by beginning the counting by saying "1, 2, 3," so scores below 4 should be used with caution.			
<b>Specification:</b>	Scores reflect the highest number the highest number the child counted to when administered the ECLS-B "count to 20" item.			
<b>AnECMIRT</b>	<b>IRT Subtest Score, ECLS-B math items only</b>			Continuous
	ECLS-B	IRT Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	This IRT scale score represents estimates of the number of items children would have answered correctly if they had taken all 44 of the ECLS-B preschool national scorable questions. The score consists of the probabilities of correct answers summed over the items.			
<b>Specification:</b>	Item response theory (IRT) was used to create scale scores and other IRT-based scores. A three-parameter IRT model (Lord 1980) was used. Details of the three-parameter model used and IRT methodology can be found in the 9 month - Preschool year ECLS-B psychometric report.			
<b>AnECNSPR</b>	<b>Profncy Prob 1-ECLS-B Math Num &amp; Shape</b>			Continuous
	ECLS-B	IRT Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	This score estimates the probability of mastery at the first proficiency level in the ECLS-K mathematics domain of number and shape. Scores indicate the probability that a child would have passed the proficiency level. They can take on any value from zero to one.			
<b>Specification:</b>	Item response theory (IRT) was used to create scale scores and other IRT-based scores. A three-parameter IRT model (Lord 1980) was used. This score is computed exactly as the IRT scale scores, but is the aggregate of the probabilities on only the items in each subtest. The IRT parameters obtained from the ECLS-B preschool calibration were used to compute the proficiency probability scores for the FACES sample.			
	Details of the three-parameter model used and IRT methodology can be found in the 9 month - Preschool year ECLS-B psychometric report.			
	Note: Proficiency levels were developed in the kindergarten and first grade tests used in the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) beginning in 1998. Clusters of four assessment questions having similar content and difficulty at five points along the score scale of the mathematics assessment were identified. Only the first of the five proficiency levels in the ECLS-K mathematics domain (number and shape) was included in the ECLS-B preschool year assessment. In the ECLS-K sample, mastery of a proficiency level was initially defined as answering correctly at least three of the four questions in a cluster. At least two incorrect indicated lack of mastery. Because the FACES direct cognitive childmathematics assessment did not include one of the four items in the first proficiency level, the children's item response data did not include all of the assessment items necessary to determine pass/fail for the proficiency level. Therefore, the proficiency level scores are based on a child's overall ability as measured by all test items administered.			
<b>AnECPnWT</b>	<b>ECLS-B Math T Sc w/xxxx par/ch wgts</b>			Continuous
	ECLS-B	Standard Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	This standardized score (T-score) provides norm-referenced measurements of achievement relative to the children in the FACES study with parent interview data and either direct child assessment data or Teacher Child Report (TCR; "parent+" weights) data. A high mean T-score for a particular subgroup indicates that the group's performance is high in comparison with other groups in that population.			
<b>Specification:</b>	Item response theory (IRT) was used to create scale scores and other IRT-based scores. A three-parameter IRT model (Lord 1980) was used. These scores are transformations of the IRT theta (ability) estimates, rescaled to a mean of 50 and standard deviation of 10 using the parent+ weight.			
	Details of the three-parameter model used and IRT methodology can be found in the 9 month - Preschool year ECLS-B psychometric report.			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Direct child assessments</b>				
<b>AnMATIRT</b>	<b>IRT Score, WJ Appld Probs &amp; ECLS-B Math</b>	ECLS-B	IRT Score	Continuous
			<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	This IRT scale score represents estimates of the number of items children would have answered correctly if they had taken all of the FACES (WJ Applied Problems plus ECLS-B math) scorable math questions. The score consists of the probabilities of correct answers summed over the items.			
<b>Specification:</b>	Item response theory (IRT) was used to create scale scores and other IRT-based scores. A three-parameter IRT model (Lord 1980) was used. (In the fall 2006 round too few children responded to the more difficult items toward the end of the WJ section to permit IRT calibration of those item parameters. Therefore, the last 7 of the WJ items were excluded from the calculation of the combined WJ and ECLS-B section scores.) Details of the three-parameter model used and IRT methodology can be found in the 9 month - Preschool year ECLS-B psychometric report.			
<b>AnACT</b>	<b>Assessor Reported Activity Level</b>	Leiter-R	Scale Score	Continuous
			<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	At the end of the direct assessment with the child, the assessor completes a set of rating scales evaluating the child's behavior in the test situation (the Leiter-R Examiner Rating Scales), including the child's approaches to learning and problem behaviors. Four subscales are formed in FACES 2006. This composite reflects the child's rating on the Activity Level subscale. For the subscale, the assessor is asked to indicate the extent to which 4 items (including "focuses without fidgeting" and "needs minimal reinforcement to sit still") are characteristic of the child from 0 ("rarely/never") to 3 ("usually/always"). Scores on the composite can range from 0 to 12.			
<b>Specification:</b>	AnACT = the mean of items AnL_C_1, AnL_C_2, AnL_C_3, AnL_C_4 multiplied by 4 to create a sum score. Before computing AnACT, recode AnL_C_1 thru AnL_C_4 so that 1=0 2=1 3=2 4=3. If more than one of the source items is outside range 0-3 (i.e., refused or don't know), then scale is set to missing (M).			
<b>AnATT</b>	<b>Assessor Reported Attention Level</b>	Leiter-R	Scale Score	Continuous
			<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	At the end of the direct assessment with the child, the assessor completes a set of rating scales evaluating the child's behavior in the test situation (the Leiter-R Examiner Rating Scales), including the child's approaches to learning and problem behaviors. Four subscales are formed in FACES 2006. This composite reflects the child's rating on the Attention subscale. For the subscale, the assessor is asked to indicate the extent to which 10 items (including "pays attention during instructions and demonstrations," "focuses on task," and "directed to task despite external noises and sights") are characteristic of the child from 0 ("rarely/never") to 3 ("usually/always"). Scores on the composite can range from 0 to 30.			
<b>Specification:</b>	AnATT = the mean of items AnL_A_1 thru AnL_A_10 multiplied by 10 to create a sum score Before computing AnATT, recode AnL_A_1 thru AnL_A_10 so that 1=0 2=1 3=2 4=3. If more than three of the source items are outside range 0-3 (i.e., refused or don't know), then scale is set to missing (M).			
<b>AnCSIS</b>	<b>Interpolated Leiter Examiner Cognit/Soc Standard Score</b>	Leiter-R		Binary (0/1)
			<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	This variable is a data flag identifying children whose raw scores on the Leiter-R were substantially low (more than 4 standard deviations below the mean) and whose standard scores were interpolated as a result.			
<b>Specification:</b>	Some cases on the Leiter-R had raw scores too low to identify a standard score from the look-up table. For these cases, interpolation was used to generate a standard score. These cases were flagged (AnCSIS): 1 = Score Interpolated, 0 = Score not Interpolated.			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Direct child assessments</b>				
<b>AnCSR</b>	<b>Leiter Examiner Cognitive/Social Raw Score</b>			Continuous
	Leiter-R	Raw Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	At the end of the direct assessment with the child, the assessor completes a set of rating scales evaluating the child's behavior in the test situation (the Leiter-R Examiner Rating Scales). Four subscales are formed in FACES 2006, making up two scales for analysis, the cognitive/social scale and the emotion/regulation scale. This composite reflects the child's score raw score on the Cognitive/Social scale. The raw scale score is based on the sum of children's ratings on the attention, organization/impulse control, activity level, and sociability subscales. Scores can range from 0 to 81.			
<b>Specification:</b>	AnCSR = the sum of AnORG, AnATT, AnACT, AnSOC			
<b>AnCSS</b>	<b>Leiter Examiner Cognitive/Social Standard Score</b>			Continuous
	Leiter-R	Standard Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	At the end of the direct assessment with the child, the assessor completes a set of rating scales evaluating the child's behavior in the test situation (the Leiter-R Examiner Rating Scales), including the child's approaches to learning and problem behaviors. Four subscales are formed in FACES 2006, making up two scales for analysis, the cognitive/social scale and the emotion/regulation scale. This composite reflects the child's score standard score on the Cognitive/Social scale. The scale standard score is a conversion of the raw score and has a mean of 100 and a standard deviation of 15.			
<b>Specification:</b>	AnCSS is constructed using a look-up table and is based on the child's raw score.			
<b>AnORG</b>	<b>Assessor Reported Organization/Impulse Control</b>			Continuous
	Leiter-R	Scale Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	At the end of the direct assessment with the child, the assessor completes a set of rating scales evaluating the child's behavior in the test situation (the Leiter-R Examiner Rating Scales), including the child's approaches to learning and problem behaviors. Four subscales are formed in FACES 2006. This composite reflects the child's score on the Organization/Impulse Control subscale. For the subscale, the assessor is asked to indicate the extent to which 8 items (including "thinks and plans before beginning," and "inhibits verbalizations appropriately") are characteristic of the child from 0 ("rarely/never") to 3 ("usually/always"). Scores can range from 0 to 24.			
<b>Specification:</b>	AnORG = the mean of items AnL_B_1 thru AnL_B_8 multiplied by 8 to create a sum score  Before computing AnORG, recode AnL_B_1 thru AnL_B_8 so that 1=0 2=1 3=2 4=3.  If more than two of the source items are outside range 0-3 (i.e., refused or don't know), then scale is set to missing (M).			
<b>AnSOC</b>	<b>Assessor Reported Sociability</b>			Continuous
	Leiter-R	Scale Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	At the end of the direct assessment with the child, the assessor completes a set of rating scales evaluating the child's behavior in the test situation (The Leiter-R Examiner Rating Scales), including the child's approaches to learning and problem behaviors. Four subscales are formed in FACES 2006. This composite reflects the child's score on the Sociability subscale. For the subscale, the assessor is asked to indicate the extent to which 5 items (including "interacts positively" and "cooperates and complies with examiner's requests") are characteristic of the child from 0 ("rarely/never") to 3 ("usually/always"). Scores can range from 0 to 15.			
<b>Specification:</b>	AnSOC = the mean of items AnL_D_1, AnL_D_2, AnL_D_3, AnL_D_4, AnL_D_5 multiplied by 5 to create a sum score  Before computing AnSOC, recode AnL_D_1 thru AnL_D_5 so that 1=0 2=1 3=2 4=3.  If more than one of the source items is outside range 0-3 (i.e., refused or don't know), then scale is set to missing (M).			
<b>A2LANGER</b>	<b>Child Assessed in the Wrong Language</b>			Binary (0/1)
	PPVT-4		<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	This variable is a data flag identifying Spanish-dominant children that were assessed in English in spring 2007 due to interviewer error.			
<b>Specification:</b>	Some Spanish-dominant children were assessed in English in spring 2007 due to interviewer error.  These cases were flagged (A2LANGER).			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Direct child assessments</b>				
<b>AnPPVT4R</b>	<b>PPVT-4 Raw Score</b>			Continuous
	PPVT-4	Raw Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	The Peabody Picture Vocabulary Test (PPVT-4) (Dunn, Dunn, and Dunn 2006) is designed to assess children's knowledge of the meaning of words by asking them to say or indicate, by pointing, which of four pictures best shows the meaning of a word that is said aloud by the assessor. PPVT raw scores are calculated as the last item in the highest set administered minus the number of errors. Raw scores can range from 0 to 228 and are an indicator of absolute rather than relative performance. This composite reflects child's raw score on the PPVT-4 assessment.			
<b>Specification:</b>	The ceiling rule for the PPVT-4 is that a ceiling is established if there are 8 or more errors in the item set, or the sum of correct items in the set is 4 or less. The Ceiling item number is identified as the last item in the highest ceiling item set.			
	AnPPVT4R = the ceiling item (highest item administered) minus the number of errors.			
	For cases that do not establish a basal, AnPPVT4R or the PPVT-4 Raw Score is the sum of the items from the lowest item administered through the last item. These cases were flagged (AnPPVTNB).			
	For cases that were affected by an error in Blaise and did not reach ceiling (children ended assessment too early, should have been administered more items) in fall 2006, the PPVT-4 Raw Score is the sum of the items from the lowest item administered through the last item.			
<b>AnPPVT4S</b>	<b>PPVT-4 Standard Score</b>			Continuous
	PPVT-4	Standard Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	The Peabody Picture Vocabulary Test (PPVT-4) (Dunn, Dunn, and Dunn 2006) is designed to assess children's knowledge of the meaning of words by asking them to say or indicate, by pointing, which of four pictures best shows the meaning of a word that is said aloud by the assessor. The PPVT was normed on a nationally representative sample of children and adults of various ages so that raw scores can be converted to age-adjusted, standardized scores with a mean of 100 and a standard deviation of 15. Standard scores can range from 20 to 160. PPVT standard scores indicate how an individual's score compares to the average score of people of the same age. This composite reflects children's standard score on the PPVT-4 assessment.			
<b>Specification:</b>	AnPPVT4S is constructed using a look-up table and is based on the child's age and raw score.			
<b>AnPPVT4W</b>	<b>PPVT-4 W Score (GSV)</b>			Continuous
	PPVT-4	W Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	The Peabody Picture Vocabulary Test (PPVT-4) (Dunn, Dunn, and Dunn 2006) is designed to assess children's knowledge of the meaning of words by asking them to say or indicate, by pointing, which of four pictures best shows the meaning of a word that is said aloud by the assessor. The Growth Score Value (GSV) score allows for measurement of an individual's vocabulary growth over time on a single continuous scale. As an individual's vocabulary increases, their GSV increases as well. Like raw scores, GSV scores are an indicator of absolute rather than relative performance. Scores can range from 12 to 271. This composite reflects children's GSV score on the PPVT-4 assessment.			
<b>Specification:</b>	AnPPVT4W is constructed using a look-up table (GSV or growth score value) and is based on the child's age and raw score.			
<b>AnPPVTNB</b>	<b>No Basal in PPVT-4</b>			Binary (0/1)
	PPVT-4		<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	This variable is a data flag identifying children that did not establish a basal in the PPVT-4.			
<b>Specification:</b>	Some children did not establish a basal in the PPVT-4.			
	These cases were flagged (AnPPVTNB).			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label Measure	ScoreType	Data Type
<b>Direct child assessments</b>			
<b>AnPPVTNC</b>	<b>No Ceiling in PPVT-4</b> PPVT-4		Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2006	<input checked="" type="checkbox"/> Spring 2007
		<input checked="" type="checkbox"/> Spring 2008	<input type="checkbox"/> Spring 2009
<b>Description:</b>	This variable is a data flag identifying children that did not reach a ceiling in PPVT-4.		
<b>Specification:</b>	Some cases were affected by an error in Blaise and did not reach ceiling in the fall 2006 assessment. Essentially, these children ended the assessment too early, when they should have been administered more items. Similarly, 5 cases did not reach a ceiling in the spring 2007 and spring 2008 assessments. Raw scores for these cases were constructed by taking the sum of the items from the lowest item administered through the last item administered.		
	These cases were flagged (AnPPVTNC).		
<b>AnARTSHO</b>	<b>Art Show Score</b> PRELAS		Continuous
		<input checked="" type="checkbox"/> Fall 2006	<input checked="" type="checkbox"/> Spring 2007
		<input checked="" type="checkbox"/> Spring 2008	<input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	The "Simon Says" and "Art Show" tasks of the Oral Language Development Scale (OLDS) of the Pre-LAS 2000 (Duncan and DeAvila 1998) are used in FACES 2006 to determine whether a child should receive the English or the Spanish version of the cognitive assessment battery, or whether the child should not receive the cognitive battery at all. In combination, these tasks serve primarily as screening or routing measures. AnARTSHO identifies the number of correct responses the child made on the Art Show items from the language screener.		
<b>Specification:</b>	AnARTSHO = the sum of items AnB01 through AnB10		
	All missings of the type that indicate don't know (D) or refused (R) need to be assigned a score of 0 on the binary (Correct/Incorrect) variable. Also, if a child scored 5 consecutive errors in section A (or B) of the language screener, they should have stopped and proceeded on to the next section. Accordingly, some children may have missing data (". " or "S") within one or both sections of the language screener. Missings of these types, where the child scored 5 consecutive items incorrectly and proceeded on to the next section need to be assigned a score of 0 on the binary (Correct/Incorrect) variable.		
	In spring 2007, spring 2008, and spring 2009, only children from non-English language homes that were not assessed in English in the prior round have scores in the Art Show section of the screener. All other children are assigned a missing code (.N) on AnARTSHO.		

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Direct child assessments</b>		
<b>AnLNGSCR</b>	<b>Passed Language Screener</b>	Binary (0/1)
	PRELAS	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	This composite is based on the child's performance on Simon Says and Art Show, two subtests from the Oral Language Development Scale (OLDS) of the Pre-LAS 2000 (Duncan and DeVila 1998). Performance on the two scales identifies whether or not the child passed the language screener and should receive the direct cognitive assessment in English, Spanish or not at all. This composite identifies whether or not the child passed the language screener.	
<b>Specification:</b>	<p>Fall 2006:</p> <p>Version 1: If Section C.CheckBox = no, AnLNGSCR = 0 (Did not Pass Language Screener). Otherwise, A1LNGSCR = 1 (Passed Language Screener).</p> <p>Version 2: If in Section A (A1A01 - A1A10) there are 5 consecutive incorrect responses (= 0) AND in Section B (A1B01 - A1B10) there are 5 consecutive incorrect responses (= 0), then AnLNGSCR = 0 (Did Not Pass Language Screener). Otherwise, AnLNGSCR = 1 (Passed Language Screener).</p> <p>If fewer than 5 responses are within range (i.e., 0 or 1) in either section A or section B, AnLNGSCR = M.</p> <p>Spring 2007, Spring 2008, Spring 2009:</p> <p>If in Section A (AnA01 - AnA10) there are 5 consecutive incorrect responses (= 0) AND in Section B (AnB01 - AnB10) there are 5 consecutive incorrect responses (= 0), then AnLNGSCR = 0 (Did Not Pass Language Screener). Otherwise, AnLNGSCR = 1 (Passed Language Screener).</p> <p>If fewer than 5 responses are within range (i.e., 0 or 1) in either section A or section B, AnLNGSCR = M.</p> <p>In spring 2007, spring 2008, and spring 2009, only children from non-English language homes that were not assessed in English in the prior round have scores in the Art Show section of the screener. All other children are assigned a missing code (.N) on AnLNGSCR.</p>	
<b>AnSCREEN</b>	<b>Language Screener Score</b>	Continuous
	PRELAS	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	The "Simon Says" and "Art Show" tasks of the Oral Language Development Scale (OLDS) of the Pre-LAS 2000 (Duncan and DeVila 1998) are used in FACES 2006 to determine whether a child should receive the English or the Spanish version of the cognitive assessment battery, or whether the child should not receive the cognitive battery at all. In combination, these tasks serve primarily as screening or routing measures. AnSCREEN identifies the combined number of correct responses the child made on the Simon Says and Art Show items.	
<b>Specification:</b>	<p>AnSCREEN = the sum of items in section A (AnA01 through AnA10) and section B (AnB01 through AnB10) of the language screener</p> <p>All missings of the type that indicate don't know (D) or refused (R) need to be assigned a score of 0 on the binary (Correct/Incorrect) variable. Also, if a child scored 5 consecutive errors in section A (or B) of the language screener, they should have stopped and proceeded on to the next section. Accordingly, some children may have missing data (".", "S") within one or both sections of the language screener. Missings of these types, where the child scored 5 consecutive items incorrectly and proceeded on to the next section need to be assigned a score of 0 on the binary (Correct/Incorrect) variable.</p> <p>In spring 2007, spring 2008, and spring 2009, only children from non-English language homes that were not assessed in English in the prior round have scores in the Art Show section of the screener. All other children are assigned a missing code (.N) on AnSCREEN.</p>	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Direct child assessments</b>				
<b>AnSIMON</b>	<b>Simon Says Score</b>			Continuous
	PRELAS	<input checked="" type="checkbox"/> Fall 2006	<input checked="" type="checkbox"/> Spring 2007	<input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	The "Simon Says" and "Art Show" tasks of the Oral Language Development Scale (OLDS) of the Pre-LAS 2000 (Duncan and DeVila 1998) are used in FACES 2006 to determine whether the child should receive the English or the Spanish version of the cognitive assessment battery, or whether the child should not receive the cognitive battery at all. In combination, these tasks serve primarily as screening or routing measures. AnSIMON identifies the number of correct responses the child made on the Simon Says items from the language screener.			
<b>Specification:</b>	AnSIMON = the sum of items AnA01 through AnA10			
	All missings of the type that indicate don't know (D) or refused (R) need to be assigned a score of 0 on the binary (Correct/Incorrect) variable. Also, if a child scored 5 consecutive errors in section A (or B) of the language screener, they should have stopped and proceeded on to the next section. Accordingly, some children may have missing data (". " or "S") within one or both sections of the language screener. Missings of these types, where the child scored 5 consecutive items incorrectly and proceeded on to the next section need to be assigned a score of 0 on the binary (Correct/Incorrect) variable.			
<b>AnSPCERR</b>	<b>Measurement Error Story/Print IRT score</b>			Continuous
	STORY/PRINT	<input checked="" type="checkbox"/> Fall 2006	<input checked="" type="checkbox"/> Spring 2007	<input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	This variable is the measurement error associated with the Story/Print Concepts IRT Scale score.			
<b>Specification:</b>	This variable is the measurement error associated with the Story/Print Concepts IRT Scale score (see AnSPCIRT).			
<b>AnSPCIRT</b>	<b>Story/Print Concepts IRT Scale Score</b>			Continuous
	STORY/PRINT IRT Score	<input checked="" type="checkbox"/> Fall 2006	<input checked="" type="checkbox"/> Spring 2007	<input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	The Story and Print Concepts task is an adaptation of earlier prereading assessment procedures developed by Clay (1979), Teale (1988, 1990), and Mason and Stewart (1989). It includes tasks designed to assess children's knowledge of how print is used to convey meaning. This variable represents the child's concepts about print as estimated through IRT on the 13 items in the Story and Print task. Scores range from 0 to 14.			
<b>Specification:</b>	Item response theory (IRT) was used to create scale scores. A partial credit one-parameter IRT was used with the fall 2006 and spring 2007 data calibrated together. Children needed to respond to at least 7 questions in order to receive a score. The mean difficulty for the items was set at 7.133558 (with a uscale of 1.571268) so that the possible range was from 0 - 14 in order to match the possible range on FACES 2003.			
	The spring 2008 IRT scale score was anchored on 2007 item difficulties and uscale. The spring 2009 IRT scale score was anchored on 2007/2008 item difficulties and uscale. Versions of these scores using Osito (Spanish) were not created in spring 2008 or 2009.			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Direct child assessments</b>		
<b>AnSPCPRF</b>	<b>Story/Print Concepts Proficiency Score</b>	Categorical (integer)
	STORY/PRINT	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	<p>The Story and Print Concepts task is an adaptation of earlier prereading assessment procedures developed by Clay (1979), Teale (1988, 1990), and Mason and Stewart (1989). It includes tasks designed to assess children's knowledge of how print is used to convey meaning. Item response theory was used to examine the hierarchy of difficulty of the tasks included in this assessment. Our analysis replicated the ordering of items in the FACES 2003 analysis. Based on these findings, the five ordered levels used previously were again applied. This variable indicates the highest proficiency level with story and print concepts that children passed, ranging from a minimum of 1 to a maximum of 5. Level 1 indicates minimal to no understanding of story and print concepts. At this level, the child may have had no correct answers, or may not have had enough correct answers to pass any higher proficiency level. At level 2, the child showed basic awareness of books - orienting the book correctly for reading, indicating the front of the book and the title. At level 3, the child demonstrated basic comprehension of the story answering questions about the actions of the characters (where the main character wants to go, identifying at least one of the wishes of the main character). At level 4, the child demonstrates awareness of reading rules including where to start reading and the directionality when reading English print. Finally, at level 5, the child demonstrated ability to answer more complex comprehension questions such as identifying reality versus fantasy in the story, and identifying the role of the author and illustrator. Children's proficiency scores are based on the highest level passed.</p>	
<b>Specification:</b>	<p>Item response theory was used to examine the hierarchy of difficulty of the tasks included in this assessment. Our analysis replicated the ordering of items in the FACES 2003 analysis. Based on these findings, the five ordered levels used previously were again applied. The fall 2006 and spring 2007 data were calibrated together. Similar proficiency levels were created in spring 2008 and 2009. Versions of these scores using Osito (Spanish) were not created in spring 2008 or 2009.</p> <pre> ** CREATE SCORES FOR LEVELS OF PERFORMANCE - westat method** LEVEL2W=0; IF (VAR1 +VAR2+VAR11)=3 THEN LEVEL2W=1; LABEL LEVEL2W='PASSED LEVEL 2: FRONT AND OPEN and title - WESTAT'; LEVEL3W=0; IF (VAR9+VAR7)ge 2 THEN LEVEL3W=1; LABEL LEVELWE='PASSED LEVEL3: WHERE, AND any wish - WESTAT'; LEVEL4W=0; IF (VAR3+ VAR4 +VAR5+VAR6)=4 THEN LEVEL4W=1; LABEL LEVEL4W='PASSED LEVEL4: START, NEXTPAGE, NEXTLINE, TURNPAGE-WESTAT'; LEVEL5W=0; IF(VAR8+VAR10+VAR12+VAR13)GE 4 THEN LEVEL5W=1; LABEL LEVEL5W='PASSED LEVEL5: REALITY, @ LEAST 1 FANTASY, AUTHOR, ILLUSTRATOR-WESTAT'; LEVEL1W=0; IF (LEVEL2W+LEVEL3W+LEVEL4W+LEVEL5W)=0 THEN LEVEL1W=1; LABEL LEVEL1W='DID NOT PASS ANY LEVELS'; </pre>	
<b>AnTVIPNB</b>	<b>No Basal in TVIP</b>	Binary (0/1)
	TVIP	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	This variable is a data flag identifying children that did not establish a basal in the TVIP.	
<b>Specification:</b>	Some children did not establish a basal in the TVIP. These cases were flagged (AnTVIPNB).	
	Raw scores for these cases were constructed by taking the sum of the items from the lowest item administered through the last item administered.	
<b>AnTVIPNC</b>	<b>No Ceiling in TVIP</b>	Binary (0/1)
	TVIP	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	This variable is a data flag identifying children that did not reach a ceiling in the TVIP.	
<b>Specification:</b>	Some cases did not reach ceiling in the assessment. Raw scores for these cases were constructed by taking the sum of the items from the lowest item administered through the last item administered.	
	These cases were flagged (AnTVIPNC).	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Direct child assessments</b>				
<b>AnTVIPPE</b>	<b>Programming Error in TVIP (No Basal)</b>			Binary (0/1)
	TVIP		<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	This variable is a data flag identifying children that did not basal in the TVIP due to a programming error in Blaise.			
<b>Specification:</b>	Some children age 5+ who did not achieve a basal were not allowed to test backward to achieve a basal due to a programming error in Blaise. Raw scores for these cases were constructed in two ways: 1) by taking the sum of the items from the lowest item administered through the last item administered (AnTVIP2), and 2) by imputing missing items by using scored items from prior rounds. Scores were then calculated as the sum of items from the lowest administered item through the last administered item.			
	These cases were flagged (AnTVIPPE).			
<b>AnTVIPR</b>	<b>TVIP Raw Score</b>			Continuous
	TVIP	Raw Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	The Test de Vocabulario en Imagenes Peabody (TVIP, Dunn et al. 1986) is the Spanish-language version of the PPVT. It is designed to assess children's knowledge of the meaning of words by asking them to say or indicate, by pointing, which of four pictures best shows the meaning of a word that is said aloud by the assessor. TVIP raw scores are based on the number of correct responses within the critical range. Scores can range from 0 to 125 and are an indicator of absolute rather than relative performance. This composite reflects children's raw score on the TVIP assessment.			
<b>Specification:</b>	Performance on the TVIP is based on strings of 8 items, which may vary from child to child and become progressively more difficult. The last item in that string of 8 is the ceiling item. If there is no set of 8 with 2 or fewer corrects, then the last item administered is the automatic ceiling. All children begin at item 1.			
	AnTVIPR = either the sum of the cleaned, correct items from 1 to the ceiling item (for children who do NOT have a basal item > 1) or the sum of the correct items from the basal item through the ceiling item PLUS the number of items prior to the basal item (for children with a basal item > 1).			
	For cases that receive the proper administration and do not establish a basal, AnTVIPR or the TVIP Raw Score is the sum of the items from the lowest item administered through the last item. These cases were flagged (AnTVIPNB).			
	Due to a programming error in Blaise, some children age 5+ who did not achieve a basal were not allowed to test backward to achieve a valid basal. Raw scores for these cases were constructed by imputing missing items by using scored items from prior rounds. Raw scores were then calculated as the sum of items from the lowest administered item through the last administered item (AnTVIPR).			
	These cases were flagged (AnTVIPPE).			
<b>AnTVIPS</b>	<b>TVIP Standard Score</b>			Continuous
	TVIP	Standard Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	The Test de Vocabulario en Imagenes Peabody (TVIP, Dunn et al. 1986) is the Spanish-language version of the PPVT. It is designed to assess children's knowledge of the meaning of words by asking them to say or indicate, by pointing, which of four pictures best shows the meaning of a word that is said aloud by the assessor. The TVIP was normed on a sample of Mexican and Puerto Rican children of various ages so that raw scores can be converted to age-adjusted, standardized scores with a mean of 100 and a standard deviation of 15. TVIP standard scores can range from 55 to 145. Standard scores indicate how an individual's score compares to the average score of people of the same age. This composite reflects children's standard score on the TVIP assessment.			
<b>Specification:</b>	AnTVIPS is constructed using a look-up table and is based on the child's age and raw TVIP score.			
	Due to a programming error in Blaise, some children age 5+ who did not achieve a basal were not allowed to test backward to achieve a basal. Raw scores for these cases were constructed by imputing missing items by using scored items from prior rounds. Raw scores were then calculated as the sum of items from the lowest administered item through the last administered item (AnTVIPR). Standard scores were calculated using a look-up table and are based on the child's age and raw TVIP score.			
	These cases were flagged (AnTVIPPE).			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Direct child assessments</b>				
<b>AnWJAPR</b>	<b>WJ Applied Problems Raw Score</b>			Continuous
	W-J III, AP	Raw Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	The Applied Problems subtest of the WJ III (Woodcock, McGrew, and Mather 2001) measures children's skill in analyzing and solving practical problems in mathematics. To solve the problems, the child must recognize the procedure to be followed and then perform simple counting, addition, or subtraction operations. The Applied Problems raw score reflects the number of correct responses on the subtest, with each receiving 1 point. Raw scores can range from 0 to 63 and are an indicator of absolute, not relative, performance. This composite reflects children's raw score on the Applied Problems subtest of the assessment.			
<b>Specification:</b>	Missing 3 items or answering 3 items incorrectly in a row means the child reached a ceiling and does not have to be tested any more.  AnWJAPR is the sum of the items from 1 to the ceiling item or the last item.			
<b>AnWJAPS</b>	<b>WJ Applied Problems Standard Score</b>			Continuous
	W-J III, AP	Standard Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	The Applied Problems subtest of the WJ III (Woodcock, McGrew, and Mather 2001) measures children's skill in analyzing and solving practical problems in mathematics. To solve the problems, the child must recognize the procedure to be followed and then perform simple counting, addition, or subtraction operations. Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). Age-equivalent scores can range from 0 to 200 and have a mean of 100 and a standard deviation of 15. This composite reflects children's raw score on the Applied Problems subtest of the assessment.			
<b>Specification:</b>	AnWJAPS is constructed using a look-up table (i.e., scoring program) and is based on the child's age and raw applied problems score.			
<b>AnWJAPW</b>	<b>WJ Applied Problems W Score</b>			Continuous
	W-J III, AP	W Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	The Applied Problems subtest of the WJ III (Woodcock, McGrew, and Mather 2001) measures children's skill in analyzing and solving practical problems in mathematics. To solve the problems, the child must recognize the procedure to be followed and then perform simple counting, addition, or subtraction operations. W scores are a special transformation of the Rasch ability scale. The W scale is centered on 500, which approximates the average score of a 10-year-old child. W scores allow for measurement of change or growth in performance on the same scale over time. This composite reflects children's W score on the Applied Problems subtest of the assessment.			
<b>Specification:</b>	AnWJAPW is based on the child's age and raw applied problems score. It is calculated by the WJ scoring program.			
<b>A1WJLWNC</b>	<b>No Ceiling in WJ Letter Word</b>			Binary (0/1)
	W-J III, LW		<input checked="" type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	This variable is a data flag identifying children that did not reach a ceiling in WJ Letter Word due to a programming error in Blaise.			
<b>Specification:</b>	The CAPI instrument had an error in the way it computed the ceiling on the WJ Letter-Word items in fall 2006. CAPI counted item A1G16b towards the ceiling when it should not have. Accordingly, some cases did not reach a ceiling and their raw scores were computed differently than other cases (the raw score on the LWord test for these cases in fall 2006 is the sum of the items from 1 to the last item for which we have data).  Affected cases are flagged (A1WJLWNC).			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Direct child assessments</b>				
<b>AnWJLWR</b>	<b>WJ Letter Word Raw Score</b>			Continuous
	W-J III, LW	Raw Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	The Letter-Word items of the WJ III (Woodcock, McGrew, and Mather 2001) measure children's skills in identifying isolated letters and words that appear in large type on the pages of the test book. The Letter-Word raw score reflects the number of correct responses in the subtest, with each receiving 1 point. Raw scores can range from 0 to 76 and are an indicator of absolute, not relative, performance. This composite reflects children's raw score on the Letter-Word subtest of the assessment.			
<b>Specification:</b>	Missing 3 items or answering 3 items incorrectly in a row means the child reached a ceiling and does not have to be tested any more. The raw score is the sum of the items from 1 to the ceiling item or the last item.			
	For cases affected by the error in CAPI in fall 2006 (CAPI counted item A1G16b towards the ceiling when it should not have. Accordingly, some cases do not have a ceiling.), the raw letter word score is the sum of the items from 1 to the last item for which we have data. Affected cases are flagged (A1WJLWNC).			
<b>AnWJLWS</b>	<b>WJ Letter Word Standard Score</b>			Continuous
	W-J III, LW	Standard Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	The Letter-Word items of the WJ III (Woodcock, McGrew, and Mather 2001) measure children's skills in identifying isolated letters and words that appear in large type on the pages of the test book. Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). Age-equivalent scores can range from 0 to 200 and have a mean of 100 and a standard deviation of 15. This composite reflects children's standard score on the Letter-Word subtest of the assessment.			
<b>Specification:</b>	AnWJLWS is constructed using a look-up table (i.e., scoring program) and is based on the child's age and raw Letter Word score.			
<b>AnWJLWW</b>	<b>WJ Letter Word W Ability Score</b>			Continuous
	W-J III, LW	W Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	The Letter-Word items of the WJ III (Woodcock, McGrew, and Mather 2001) measure children's skills in identifying isolated letters and words that appear in large type on the pages of the test book. W scores are a special transformation of the Rasch ability scale. The W scale is centered on 500, which approximates the average score of a 10-year-old child. W scores allow for measurement of change or growth in performance on the same scale over time. This composite reflects children's W score on the Letter-Word subtest of the assessment.			
<b>Specification:</b>	AnWJLWS is based on the child's age and raw Letter Word score. It is calculated by the WJ scoring program.			
<b>AnWJSR</b>	<b>WJ Spelling Raw Score</b>			Continuous
	W-J III, SPELL	Raw Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	The first six items in the Woodcock-Johnson III Spelling subtest (Woodcock, McGrew, and Mather 2001) measure fine motor coordination and prewriting skills, such as drawing lines and copying letters. The remaining items measure the child's skill in writing upper- or lower-case letters of the alphabet upon request. The Spelling raw score reflects the number of correct responses on the subtest, with each receiving 1 point. Raw scores can range from 0 to 59 and are an indicator of absolute, not relative, performance. This composite reflects children's raw score on the Spelling subtest of the assessment.			
<b>Specification:</b>	Missing 3 items or answering 3 items incorrectly in a row means the child reached a "ceiling" and does not have to be tested any more.			
	AnWJSR is the sum of the items from 1 to the ceiling item or the last item.			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Direct child assessments</b>				
<b>AnWJSS</b>	<b>WJ Spelling Standard Score</b>			Continuous
	W-J III, SPELL	Standard Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	The first six items in the Woodcock-Johnson III Spelling subtest (Woodcock, McGrew, and Mather 2001) measure fine motor coordination and prewriting skills, such as drawing lines and copying letters. The remaining items measure the child's skill in writing upper- or lower-case letters of the alphabet upon request. Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These age-equivalent scores can range from 0 to 200 and have a mean of 100 and a standard deviation of 15. This composite reflects children's standard score on the Spelling subtest of the assessment.			
<b>Specification:</b>	AnWJSS is constructed using a look-up table (i.e., scoring program) and is based on the child's age and raw Spelling score.			
<b>AnWJSW</b>	<b>WJ Spelling W Score</b>			Continuous
	W-J III, SPELL	W Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	The first six items in the Woodcock-Johnson III Spelling subtest (Woodcock, McGrew, and Mather 2001) measure fine motor coordination and prewriting skills, such as drawing lines and copying letters. The remaining items measure the child's skill in writing upper- or lower-case letters of the alphabet upon request. W scores are a special transformation of the Rasch ability scale. The W scale is centered on 500, which approximates the average score of a 10-year-old child. W scores allow for measurement of change or growth in performance on the same scale over time. This composite reflects children's W score on the Spelling subtest of the assessment.			
<b>Specification:</b>	AnWJSW is based on the child's age and raw Spelling score. It is calculated by the WJ scoring program.			
<b>AnWJWAR</b>	<b>WJ Word Attack Total Raw Score</b>			Continuous
	W-J III, WA	Raw Score	<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	The Word Attack subtest of the WJ III (Woodcock, McGrew, and Mather 2001) measures children's phonic and structural analysis skills by asking them to read nonsense words aloud. The Word Attack raw score reflects the number of correct responses on the subtest, with each receiving 1 point. Raw scores are an indicator of absolute, not relative, performance. This composite reflects children's raw score on the Word Attack subtest of the assessment.			
<b>Specification:</b>	Missing 3 items or answering 3 items incorrectly in a row means the child reached a ceiling and does not have to be tested any more.  AnWJWAR is the sum of the items from 1 to the ceiling item or the last item.			
<b>AnWJWAS</b>	<b>WJ Word Attack Total Standard Score</b>			Continuous
	W-J III, WA	Standard Score	<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	The Word Attack subtest of the WJ III (Woodcock, McGrew, and Mather 2001) measures children's phonic and structural analysis skills by asking them to read nonsense words aloud. Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). Age-equivalent scores can range from 0 to 200 and have a mean of 100 and a standard deviation of 15. This composite reflects children's standard score on the Word Attack subtest of the assessment.			
<b>Specification:</b>	AnWJWAS is constructed using a look-up table (i.e., scoring program) and is based on the child's age and raw Word Attack score.			
<b>AnWJWAW</b>	<b>WM Word Attack W Score</b>			Continuous
	W-J III, WA	W Score	<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	The Word Attack subtest of the WJ III (Woodcock, McGrew, and Mather 2001) measures children's phonic and structural analysis skills by asking them to read nonsense words aloud. W scores are a special transformation of the Rasch ability scale. The W scale is centered on 500, which approximates the average score of a 10-year-old child. W scores allow for measurement of change or growth in performance on the same scale over time. This composite reflects children's W score on the Word Attack subtest of the assessment.			
<b>Specification:</b>	AnWJWAW is based on the child's age and raw applied problems score. It is calculated by the WJ scoring program.			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Direct child assessments</b>				
<b>AnWMAPR</b>	<b>WM Applied Problems Raw Score</b>			Continuous
	BATERIA, AP	Raw Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	The Applied Problems subtest of the Bateria III (Woodcock, Muñoz-Sandoval, McGrew, Mather, and Schrank, 2004) measures children's skill in analyzing and solving practical problems in mathematics. To solve the problems, the child must recognize the procedure to be followed and then perform simple counting, addition, or subtraction operations. The Applied Problems raw score reflects the number of correct responses on the subtest, with each receiving 1 point. Raw scores can range from 0 to 63 and are an indicator of absolute, not relative, performance. This composite reflects children's raw score on the Applied Problems subtest of the assessment.			
<b>Specification:</b>	Missing 3 items or answering 3 items incorrectly in a row means the child reached a ceiling and does not have to be tested any more.  AnWMAPR is the sum of the items from 1 to the ceiling item or the last item.			
<b>AnWMAPS</b>	<b>WM Applied Problems Standard Score</b>			Continuous
	BATERIA, AP	Standard Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	The Applied Problems subtest of the Bateria III (Woodcock, Muñoz-Sandoval, McGrew, Mather, and Schrank, 2004) measures children's skill in analyzing and solving practical problems in mathematics. To solve the problems, the child must recognize the procedure to be followed and then perform simple counting, addition, or subtraction operations. Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). Age-equivalent scores can range from 0 to 200 and have a mean of 100 and a standard deviation of 15. This composite reflects children's standard score on the Applied Problems subtest of the assessment.			
<b>Specification:</b>	AnWMAPS is constructed using a look-up table (i.e., scoring program) and is based on the child's age and raw Applied Problems score.			
<b>AnWMAPW</b>	<b>WM Applied Problems W Score</b>			Continuous
	BATERIA, AP	W Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	The Applied Problems subtest of the Bateria III (Woodcock, Muñoz-Sandoval, McGrew, Mather, and Schrank, 2004) measures children's skill in analyzing and solving practical problems in mathematics. To solve the problems, the child must recognize the procedure to be followed and then perform simple counting, addition, or subtraction operations. W scores are a special transformation of the Rasch ability scale. The W scale is centered on 500, which approximates the average score of a 10-year-old child. W scores allow for measurement of change or growth in performance on the same scale over time. This composite reflects children's W score on the Applied Problems subtest of the assessment.			
<b>Specification:</b>	AnWMAPW is based on the child's age and raw Applied Problems score. It is calculated by the WJ scoring program.			
<b>AnWMLWR</b>	<b>WM Letter Word Raw Score</b>			Continuous
	BATERIA, LW	Raw Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	The Letter-Word items of the Bateria III (Woodcock, Muñoz-Sandoval, McGrew, Mather, and Schrank, 2004) measure children's skills in identifying isolated letters and words that appear in large type on the pages of the test book. The Letter-Word raw score reflects the number of correct responses in the subtest, with each receiving 1 point. Raw scores can range from 0 to 76 and are an indicator of absolute rather than relative performance. This composite reflects children's raw score on the Letter-Word subtest of the assessment.			
<b>Specification:</b>	Missing 3 items or answering 3 items incorrectly in a row means the child reached a ceiling and does not have to be tested any more.  AnWMLWR is the sum of the items from 1 to the ceiling item or the last item.			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Direct child assessments</b>				
<b>AnWMLWS</b>	<b>WM Letter Word Standard Score</b>			Continuous
	BATERIA, LW	Standard Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	The Letter-Word items of the Bateria III (Woodcock, Muñoz-Sandoval, McGrew, Mather, and Schrank, 2004) measure children's skills in identifying isolated letters and words that appear in large type on the pages of the test book. Standard scores on the assessment allow for comparisons of an individual's performance to others of the same age (or grade). These age-equivalent scores can range from 0 to 200 and have a mean of 100 and a standard deviation of 15. This composite reflects children's standard score on the Letter-Word subtest of the assessment.			
<b>Specification:</b>	AnWMLWS is constructed using a look-up table (i.e., scoring program) and is based on the child's age and raw Letter-Word score.			
<b>AnWMLWW</b>	<b>WM Letter Word W Score</b>			Continuous
	BATERIA, LW	W Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	The Letter-Word items of the Bateria III (Woodcock, Muñoz-Sandoval, McGrew, Mather, and Schrank, 2004) measure children's skills in identifying isolated letters and words that appear in large type on the pages of the test book. W scores are a special transformation of the Rasch ability scale. The W scale is centered on 500, which approximates the average score of a 10-year-old child. W scores allow for measurement of change or growth in performance on the same scale over time. This composite reflects children's W score on the Letter-Word subtest of the assessment.			
<b>Specification:</b>	AnWMLWW is based on the child's age and raw Letter-Word score. It is calculated by the WJ scoring program.			
<b>AnWMSR</b>	<b>WM Spelling Raw Score</b>			Continuous
	BATERIA, SPELL	Raw Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	The first six items in the Bateria III Spelling subtest (Woodcock, Muñoz-Sandoval, McGrew, Mather, and Schrank, 2004) measure fine motor coordination and prewriting skills, such as drawing lines and copying letters. The remaining items measure the child's skill in writing upper- or lower-case letters of the alphabet upon request. The Spelling raw score reflects the number of correct responses in the subtest, with each receiving 1 point. Raw scores can range from 0 to 59 and are an indicator of absolute rather than relative performance. This composite reflects children's raw score on the Spelling subtest of the assessment.			
<b>Specification:</b>	Missing 3 items or answering 3 items incorrectly in a row means the child reached a ceiling and does not have to be tested any more.  AnWMSR is the sum of the items from 1 to the ceiling item or the last item.			
<b>AnWMSS</b>	<b>WM Spelling Standard Score</b>			Continuous
	BATERIA, SPELL	Standard Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	The first six items in the Bateria III Spelling subtest (Woodcock, Muñoz-Sandoval, McGrew, Mather, and Schrank, 2004) measure fine motor coordination and prewriting skills, such as drawing lines and copying letters. The remaining items measure the child's skill in writing upper- or lower-case letters of the alphabet upon request. Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These age-equivalent scores can range from 0 to 200 and have a mean of 100 and a standard deviation of 15. This composite reflects children's standard score on the Spelling subtest of the assessment.			
<b>Specification:</b>	AnWMSS is constructed using a look-up table (i.e., scoring program) and is based on the child's age and raw Spelling score.			
<b>AnWMSW</b>	<b>WM Spelling W Score</b>			Continuous
	BATERIA, SPELL	W Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	The first six items in the Bateria III Spelling subtest (Woodcock, Muñoz-Sandoval, McGrew, Mather, and Schrank, 2004) measure fine motor coordination and prewriting skills, such as drawing lines and copying letters. The remaining items measure the child's skill in writing upper- or lower-case letters of the alphabet upon request. W scores are a special transformation of the Rasch ability scale. The W scale is centered on 500, which approximates the average score of a 10-year-old child. W scores allow for measurement of change or growth in performance on the same scale over time. This composite reflects children's W score on the Spelling subtest of the assessment.			
<b>Specification:</b>	AnWMSW is based on the child's age and raw Spelling score. It is calculated by the WJ scoring program.			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Direct child assessments</b>				
<b>A3MMWAR</b>	<b>WM Word Attack Total Raw Score</b>			Continuous
	BATERIA, WA	Raw Score	<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	<p>The Word Attack subtest of the Bateria III (Woodcock, Muñoz-Sandoval, McGrew, Mather, and Schrank, 2004) measures children's phonic and structural analysis skills by asking them to read nonsense words aloud. The Word Attack raw score reflects the number of correct responses on the subtest, with each receiving 1 point. Raw scores are an indicator of absolute, not relative, performance. This composite reflects children's raw score on the Word Attack subtest of the assessment.</p>			
<b>Specification:</b>	<p>Missing 3 items or answering 3 items incorrectly in a row means the child reached a ceiling and does not have to be tested any more.</p> <p>A3MMWAR is the sum of the items from 1 to the ceiling item or the last item.</p>			
<b>A3MMWAS</b>	<b>WM Word Attack Total Standard Score</b>			Continuous
	BATERIA, WA	Standard Score	<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	<p>The Word Attack subtest of the Bateria III (Woodcock, Muñoz-Sandoval, McGrew, Mather, and Schrank, 2004) measures children's phonic and structural analysis skills by asking them to read nonsense words aloud. Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). Age-equivalent scores can range from 0 to 200 and have a mean of 100 and a standard deviation of 15. This composite reflects children's standard score on the Word Attack subtest of the assessment.</p>			
<b>Specification:</b>	<p>A3MMWAS is constructed using a look-up table (i.e., scoring program) and is based on the child's age and raw Word Attack score.</p>			
<b>A3MMWAW</b>	<b>WM Word Attack W Score</b>			Continuous
	BATERIA, WA	W Score	<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	<p>The Word Attack subtest of the Bateria III (Woodcock, Muñoz-Sandoval, McGrew, Mather, and Schrank, 2004) measures children's phonic and structural analysis skills by asking them to read nonsense words aloud. W scores are a special transformation of the Rasch ability scale. The W scale is centered on 500, which approximates the average score of a 10-year-old child. W scores allow for measurement of change or growth in performance on the same scale over time. This composite reflects children's W score on the Word Attack subtest of the assessment.</p>			
<b>Specification:</b>	<p>A3MMWAW is based on the child's age and raw applied problems score. It is calculated by the WM scoring program.</p>			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Indirect child assessments</b>				
<b>RnATTUDE</b>	<b>Teacher Reported PLBS - Attitude Toward Learning Score</b>			Continuous
	PLBS	Scale Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	<p>The Preschool Learning Behavior Scale (PLBS; McDermott et al. 2000) assesses the child's approaches to learning, including the child's motivation to learn and behaviors that enhance learning. Teachers rate individual children on a series of questions pertaining to learning-related behaviors on a scale from 1 ("not true") to 3 ("very true or often true"), forming three subscales: 1) competence motivation, 2) attention to tasks and task persistence, and 3) attitudes towards learning. This composite reflects the child's score on the Attitude Toward Learning subscale of the PLBS, and includes items such as "pays attention to what you say" and "gets aggressive or hostile when frustrated." The composite is a t-score with a mean of 50 and standard deviation of 10. Scores at each wave are scaled relative to the mean entering Head Start performance in fall 2006.</p>			
<b>Specification:</b>	<p>RnATTUDE = mean of items: RnEa, RnEk, RnEt; Reverse coded (1s become 3s, 2s equal 2s, and 3s become 1s): RnEh, RnEi, RnEp, RnEx.</p> <p>If more than one of the source items is outside range 1-3 (i.e., refused or don't know), then scale is set to missing (M).</p> <p>Next, convert RnATTUDE into a z-score by subtracting the mean fall score from the individual child's score and dividing by the standard deviation. That is,</p> $z\text{-score} = (\text{the individual child's score for RnATTUDE} - \text{the sample mean for R1ATTUDE}) / \text{SD}$ <p>Finally, convert the z-score into a t-score. RnATTUDE will be equal to this t-score.</p> $T\text{score} = (z\text{score} * 10) + 5$			
<b>RnMOTIVE</b>	<b>Teacher Reported PLBS - Competence Motivation Score</b>			Continuous
	PLBS	Scale Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	<p>The Preschool Learning Behavior Scale (PLBS; McDermott et al. 2000) assesses the child's approaches to learning, including the child's motivation to learn and behaviors that enhance learning. Teachers rate individual children on a series of questions pertaining to learning-related behaviors on a scale from 1 ("not true") to 3 ("very true or often true"), forming three subscales: 1) competence motivation, 2) attention to tasks and task persistence, and 3) attitudes towards learning. This composite reflects the child's score on the Competence Motivation subscale of the PLBS and includes items such as "is reluctant to tackle a new activity" and "bursts into tears when faced with a difficulty." The composite is a t-score with a mean of 50 and standard deviation of 10. Scores are set to illustrate children's performance relative to the average performance of the population when entering the program in fall 2006.</p>			
<b>Specification:</b>	<p>RnMOTIVE = mean of items: RnEy, RnEbb; Reverse coded (1s become 3s, 2s equal 2s, and 3s become 1s): RnEb, RnEc, RnEf, RnEi, RnEq, RnEr, RnEs, RnEu, RnEcc.</p> <p>If more than two of the source items are outside range 1-3 (i.e., refused or don't know), then scale is set to missing (M).</p> <p>Next, convert RnMOTIVE into a z-score by subtracting the mean fall score from the individual child's score and dividing by the standard deviation. That is,</p> $z\text{-score} = (\text{the individual child's score for RnMOTIVE} - \text{the sample mean for R1MOTIVE}) / \text{SD}$ <p>Finally, convert the z-score into a t-score. RnMOTIVE will be equal to this t-score.</p> $T\text{score} = (z\text{score} * 10) + 50$			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Indirect child assessments</b>		
<b>RnPRSIST</b>	<b>Teacher Reported PLBS - Attention/Persistence Score</b>	Continuous
	PLBS Scale Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	The Preschool Learning Behavior Scale (PLBS; McDermott et al. 2000) assesses the child's approaches to learning, including the child's motivation to learn and behaviors that enhance learning. Teachers rate individual children on a series of questions pertaining to learning-related behaviors on a scale from 1 ("not true") to 3 ("very true or often true"), forming three subscales: 1) competence motivation, 2) attention to tasks and task persistence, and 3) attitudes towards learning. This composite reflects the child's score on the Attention/Persistence subscale of the PLBS and includes items such as "pays attention to what you say," "is distracted too easily by what is going on in the room," and "cannot settle into an activity." The composite is a t-score with a mean of 50 and standard deviation of 10. Scores are set to illustrate children's performance relative to the average performance of the Head Start population when entering the program in fall 2006.	
<b>Specification:</b>	RnPRSIST = mean of items: RnEa, RnEd, RnEk; Reverse coded (1s become 3s and 3s become 1s): RnEe, RnEj, RnEn, RnEo, RnEr, RnEz.	
	If more than two of the source items are outside range 1-3 (i.e., refused or don't know), then scale is set to missing (M).	
	Next, convert RnPRSIST into a z-score by subtracting the mean fall score from the individual child's score and dividing by the standard deviation. That is,	
	$z\text{-score} = (\text{the individual child's score for RnPRSIST} - \text{the sample mean for R1PRSIST}) / SD$	
	Finally, convert the z-score into a t-score. RnPRSIST will be equal to this t-score.	
	$T\text{score} = (z\text{score} * 10) + 50$	
<b>RnTPLBS</b>	<b>Teacher Reported Total PLBS Score</b>	Continuous
	PLBS Scale Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	The Preschool Learning Behavior Scale (PLBS; McDermott et al. 2000) assesses the child's approaches to learning, including the child's motivation to learn and behaviors that enhance learning. Teachers rate individual children on a series of questions pertaining to learning-related behaviors on a scale from 1 ("not true") to 3 ("very true or often true"), forming three subscales: 1) competence motivation, 2) attention to tasks and task persistence, and 3) attitudes towards learning. This composite reflects the child's score across items on the full PLBS. It is a t-score with a mean of 50 and standard deviation of 10. Scores are set to illustrate children's performance relative to the average performance of the Head Start population when entering the program in fall 2006.	
<b>Specification:</b>	RnTPLBS = mean of items: RnEy, RnEbb, RnEa, RnEd, RnEk, RnEt; Reverse coded (1s become 3s and 3s become 1s): RnEb, RnEc, RnEf, RnEl, RnEq, RnEr, RnEo, RnEz, RnEh, RnEi, RnEp, RnEx, RnEs, RnEu, RnEcc, RnEe, RnEj, RnEn.	
	If more than seven of the source items are outside range 1-3 (i.e., refused or don't know), then scale is set to missing (M).	
	Next, convert RnTPLBS into a z-score by subtracting the mean fall score from the individual child's score and dividing by the standard deviation. That is,	
	$z\text{-score} = (\text{the individual child's score for RnTPLBS} - \text{the sample mean for R1TPLBS}) / SD$	
	Finally, convert the z-score into a t-score. RnTPLBS will be equal to this t-score.	
	$T\text{score} = (z\text{score} * 10) + 50$	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Indirect child assessments</b>				
<b>RnSSRS</b>	<b>Teacher Reported Social Skills Score</b>			Continuous
	SSRS	Scale Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Teachers indicate how often the child engages in cooperative classroom behaviors, such as following the teacher's directions, helping put things away, complimenting classmates, and following rules when playing games. In this section, the teacher is asked to indicate the extent to which a given statement (such as "follows the teacher's directions") is characteristic of the child, from 0 ("never") to 2 ("very often"). This composite is a sum score of the items. Scores range from 0 to 24.			
<b>Specification:</b>	RnSSRS = (mean of items RnCa - RnCI) * 12			
	Prior to taking the mean, recode the items so that items coded as 1 become 0, items coded as 2 become 1, and items coded as 3 become 2.			
	If more than three of the source items are outside range 0-2 (i.e., refused or don't know), then scale is set to missing (M).			
<b>RnBAGGR</b>	<b>Teacher Reported Behavior Probs - Disrupt Aggress Score</b>			Continuous
	TCR CC	Scale Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Using items from an abbreviated adaptation of the Personal Maturity Scale (Entwisle et al. 1987), and the Behavior Problems Index (Peterson and Zill 1986), teachers indicate how often the child engages in aggressive behavior (such as "hits/fights with others," "disobeys rules or requests," and "disrupts ongoing activities."). The teacher is asked to indicate the extent to which a given statement is characteristic of the child, from 0 ("not true") to 2 ("very true or often true"). This composite is a sum score of the items. Scores range from 0 to 8.			
<b>Specification:</b>	RnBAGGR = (mean of items RnDc, RnDd, RnDf, RnDI) * 4			
	Prior to taking the mean, recode the items so that items coded as 1 become 0, items coded as 2 become 1, and items coded as 3 become 2.			
	If more than one of the source items is outside range 0-2 (i.e., refused or don't know), then scale is set to missing (M).			
<b>RnBHYPE2</b>	<b>Teacher Reported Behavior Problems - Hyperactive Score (Westat)</b>			Continuous
	TCR CC	Scale Score	<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Using items from an abbreviated adaptation of the Personal Maturity Scale (Entwisle et al. 1987), and the Behavior Problems Index (Peterson and Zill 1986), teachers indicate how often the child engages in hyperactive behavior (such as "is very restless, fidgets all the time, can't sit still" and "is distracted too easily by what is going on in the room"). The teacher is asked to indicate the extent to which a given statement is characteristic of the child, from 0 ("not true") to 2 ("very true or often true"). This composite reflects the child's sum score on the items. Scores range from 0 to 6.			
<b>Specification:</b>	RnBHYPE2 = (RnD_A, RnD_B, and RnD_J) * 3.			
	If any of the source items is outside range 0-2 (i.e., refused or don't know), then scale is set to missing (M).			
	In fall 2006, the first two items from the Classroom Conduct scale were omitted from the online version of the Teacher Child Report. Accordingly, items used to construct the hyperactive behavior were missing for most children. The hyperactive behavior subscale was constructed using items from this section of the TCR, along with related items from the PLBS. A similar version of this variable was constructed again in spring 2007, along with a version that was comparable with Westat's earlier construction of the variable. The RnBHYPE2 composite reflects Westat's construction of the variable.			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Indirect child assessments</b>				
<b>RnBHYPER</b>	<b>Teacher Reported Behavior Probs - Hyperactive Score</b>			Continuous
	TCR CC	Scale Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Using items from an abbreviated adaptation of the Personal Maturity Scale (Entwisle et al. 1987), and the Behavior Problems Index (Peterson and Zill 1986), teachers indicate how often the child engages in hyperactive behavior (such as "is very restless, fidgets all the time, can't sit still" and "is distracted too easily by what is going on in the room"). The teacher is asked to indicate the extent to which a given statement is characteristic of the child, from 0 ("not true") to 2 ("very true or often true"). This composite is a sum score of the items. Scores range from 0 to 12.			
<b>Specification:</b>	RnBHYPER = (mean of items RnEa, RnEj, RnEn, RnEo, RnEz, RnDj) * 6.			
	Prior to taking the mean, recode the items so that items coded as 1 become 0, items coded as 2 become 1, and items coded as 3 become 2. Prior to recoding, please also reverse code the following item so that items coded as 1 become 3 and items coded as 3 become 1: RnEa			
	If more than one of the source items is outside range 0-2 (i.e., refused or don't know), then scale is set to missing (M).			
	In fall 2006, the first two items from the Classroom Conduct scale were omitted from the online version of the Teacher Child Report. Accordingly, items used to construct the hyperactive behavior were missing for most children. The hyperactive behavior subscale was constructed using items from this section of the TCR, along with related items from the PLBS. A similar version of this variable was constructed again in spring 2007, along with a version that was comparable with Westat's earlier construction of the variable.			
<b>RnBPROB</b>	<b>Teacher Reported Behavior Probs Total Score</b>			Continuous
	TCR CC	Scale Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Using items from an abbreviated adaptation of the Personal Maturity Scale (Entwisle et al. 1987), and the Behavior Problems Index (Peterson and Zill 1986), teachers indicate how often the child engages in aggressive behavior (such as "hits/fights with others"), hyperactive behavior (such as "is very restless"), and anxious or depressed and withdrawn behavior (such as "is unhappy"). The teacher is asked to indicate the extent to which a given statement is characteristic of the child, from 1 ("not true") to 3 ("very true or often true"). This composite is a sum score of the items used to construct each of the subscales. Scores can range from 0 to 36.			
<b>Specification:</b>	RnBPROB = mean of items [RnDc - RnDn from the TCR + RnBHYPER score] * 13.			
	Prior to taking the mean, recode the items so that items coded as 1 become 0, items coded as 2 become 1, and items coded as 3 become 2.			
	If more than three of the source items are outside range 0-2 (i.e., refused or don't know), then scale is set to missing (M).			
	In fall 2006, the first two items from the Classroom Conduct scale were omitted from the online version of the Teacher Child Report. Accordingly, items used to construct the hyperactive behavior subscale were missing for most children. The hyperactive behavior subscale was constructed using items from this section of the TCR, along with related items from the PLBS. In addition, the summary score from the scale's behavior items was constructed as the mean of the aggressive and withdrawn subscale items, plus the child's hyperactive score. A similar version of this variable was constructed again in spring 2007, along with a version that was comparable with Westat's earlier construction of the variable.			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Indirect child assessments</b>				
<b>RnBPROB2</b>	<b>Teacher Reported Behavior Problems Total Score (Westat)</b>			Continuous
	TCR CC	Scale Score	<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Using items from an abbreviated adaptation of the Personal Maturity Scale (Entwisle et al. 1987), and the Behavior Problems Index (Peterson and Zill 1986), teachers indicate how often the child engages in aggressive behavior (such as "hits/fights with others"), hyperactive behavior (such as "is very restless"), and anxious or depressed and withdrawn behavior (such as "is unhappy"). The teacher is asked to indicate the extent to which a given statement is characteristic of the child, from 0 ("not true") to 2 ("very true or often true"). This composite is a sum score of the items used to construct each of the subscales. Scores range from 0 to 24.			
<b>Specification:</b>	RnBPROB2 = mean of items [RnD_A through RnD_N] * 12 (Head Start); mean of items [KRnH_A through KRnH_N] * 12 (kindergarten).			
	Prior to taking the mean, recode the items so that items coded as 1 become 0, items coded as 2 become 1, and items coded as 3 become 2.			
	If more than three of the source items are outside range 0-2 (i.e., refused or don't know), then scale is set to missing (M).			
	In fall 2006, the first two items from the Classroom Conduct scale were omitted from the online version of the Teacher Child Report. Accordingly, items used to construct the hyperactive behavior subscale were missing for most children. The hyperactive behavior subscale was constructed using items from this section of the TCR, along with related items from the PLBS. In addition, the summary score from the scale's behavior items was constructed as the mean of the aggressive and withdrawn subscale items, plus the child's hyperactive score. A similar version of this variable was constructed again in spring 2007, along with a version that was comparable with Westat's earlier construction of the variable. The RnBPROB2 composite reflects Westat's construction of the variable.			
<b>RnBWITH</b>	<b>Teacher Reported Behavior Probs - Withdrawn Score</b>			Continuous
	TCR CC	Scale Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Using items from an abbreviated adaptation of the Personal Maturity Scale (Entwisle et al. 1987), and the Behavior Problems Index (Peterson and Zill 1986), teachers indicate how often the child engages in anxious or depressed and withdrawn behavior (such as "is unhappy," "keeps to herself or himself" and "is nervous, high strung, or tense"). The teacher is asked to indicate the extent to which a given statement is characteristic of the child, from 0 ("not true") to 2 ("very true or often true"). This composite is a sum score of the items. Scores range from 0 to 12.			
<b>Specification:</b>	RnBWITH = mean of items (RnDg, RnDh, RnDi, RnDk, RnDm, RnDn) * 6.			
	Prior to taking the mean, recode the items so that items coded as 1 become 0, items coded as 2 become 1, and items coded as 3 become 2.			
	If more than one of the source items is outside range 1-3 (i.e., refused or don't know), then scale is set to missing (M).			
<b>RnTPELS</b>	<b>Teacher Reported Child Literacy Behaviors</b>			Continuous
	TCR PELS	Scale Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Head Start teachers are asked to indicate whether and the extent to which children demonstrate certain abilities that are associated with literacy, including their prereading and early writing skills. Items include whether the child "mostly writes and draws rather than scribbles" and "ever looks at a book with pictures and pretends to read." This composite reflects the child's sum score on these items. Scores range from 0 to 7. Similar items are not asked of kindergarten teachers, so this composite is not constructed for children in kindergarten.			
<b>Specification:</b>	RnTPELS = sum of items RnB01, RnB03, RnB05a, RnB05b, RnB05g			
	Before taking sum, reverse code: RnB01 so 1=3, 2=2, 3=1, 4=0 RnB03 so 1=0, 2=0, 3=1, 4=1			
	If more than one of the source items is "refused" or "don't know", then scale is set to missing (M).			
	When creating sum of items, missing item data may be computed by averaging the respondent's scores for the nonmissing items.			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Indirect child assessments</b>				
<b>KRnATUDE</b>	<b>Teacher reported PLBS - attitude toward learning score</b>	PLBS	Scale Score	Continuous
			<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	<p>The Preschool Learning Behavior Scale (PLBS; McDermott et al. 2000) assesses the child's approaches to learning, including the child's motivation to learn and behaviors that enhance learning. Teachers rate individual children on a series of questions pertaining to learning-related behaviors on a scale from 1 ("not true") to 3 ("very true or often true"), forming three subscales: 1) competence motivation, 2) attention to tasks and task persistence, and 3) attitudes towards learning. This composite reflects the child's score on the Attitude Toward Learning subscale of the PLBS, and includes items such as "pays attention to what you say" and "gets aggressive or hostile when frustrated." The composite is a t-score with a mean of 50 and standard deviation of 10. Scores at each wave are scaled relative to the mean entering Head Start performance in fall 2006. It is derived from the kindergarten TCR.</p>			
<b>Specification:</b>	<p>KRnATUDE = mean of items: KRnI_a, KRnI_k, KRnI_t; Reverse coded (1s become 3s, 2s equal 2s, and 3s become 1s): KRnI_h, KRnI_l, KRnI_p, KRnI_x.</p> <p>If more than one of the source items is outside range 1-3 (i.e., refused or don't know), then scale is set to missing (M).</p> <p>Next, convert KRnATUDE into a z-score by subtracting the mean fall score from the individual child's score and dividing by the standard deviation. That is,</p> $z\text{-score} = (\text{the individual child's score for KRnATUDE} - \text{the sample mean for KR1ATUDE}) / SD$ <p>Finally, convert the z-score into a t-score. KRnATUDE will be equal to this t-score.</p> $T\text{score} = (z\text{score} * 10) + 5$			
<b>KRnMOTIV</b>	<b>Teacher reported PLBS - competence motivation score</b>	PLBS	Scale Score	Continuous
			<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	<p>The Preschool Learning Behavior Scale (PLBS; McDermott et al. 2000) assesses the child's approaches to learning, including the child's motivation to learn and behaviors that enhance learning. Teachers rate individual children on a series of questions pertaining to learning-related behaviors on a scale from 1 ("not true") to 3 ("very true or often true"), forming three subscales: 1) competence motivation, 2) attention to tasks and task persistence, and 3) attitudes towards learning. This composite reflects the child's score on the Competence Motivation subscale of the PLBS and includes items such as "is reluctant to tackle a new activity" and "bursts into tears when faced with a difficulty." The composite is a t-score with a mean of 50 and standard deviation of 10. Scores are set to illustrate children's performance relative to the average performance of the population when entering the program in fall 2006. It is derived from the kindergarten TCR.</p>			
<b>Specification:</b>	<p>KRnMOTIV = mean of items: KRnI_y, KRnI_bb; Reverse coded (1s become 3s, 2s equal 2s, and 3s become 1s): KRnI_b, KRnI_c, KRnI_f, KRnI_l, KRnI_g, KRnI_r, KRnI_s, KRnI_u, KRnI_cc</p> <p>If more than two of the source items are outside range 1-3 (i.e., refused or don't know), then scale is set to missing (M).</p> <p>Next, convert KRnMOTIV into a z-score by subtracting the mean fall score from the individual child's score and dividing by the standard deviation. That is,</p> $z\text{-score} = (\text{the individual child's score for KRnMOTIV} - \text{the sample mean for KR1MOTIV}) / SD$ <p>Finally, convert the z-score into a t-score. KRnMOTIV will be equal to this t-score.</p> $T\text{score} = (z\text{score} * 10) + 50$			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Indirect child assessments</b>		
<b>KRnPRSST</b>	<b>Teacher reported PLBS - attention/persistence score</b>	Continuous
	PLBS	Scale Score
		<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	<p>The Preschool Learning Behavior Scale (PLBS; McDermott et al. 2000) assesses the child's approaches to learning, including the child's motivation to learn and behaviors that enhance learning. Teachers rate individual children on a series of questions pertaining to learning-related behaviors on a scale from 1 ("not true") to 3 ("very true or often true"), forming three subscales: 1) competence motivation, 2) attention to tasks and task persistence, and 3) attitudes towards learning. This composite reflects the child's score on the Attention/Persistence subscale of the PLBS and includes items such as "pays attention to what you say," "is distracted too easily by what is going on in the room," and "cannot settle into an activity." The composite is a t-score with a mean of 50 and standard deviation of 10. Scores are set to illustrate children's performance relative to the average performance of the Head Start population when entering the program in fall 2006. It is derived from the kindergarten TCR.</p>	
<b>Specification:</b>	<p>KRnPRSST = mean of items: KRnl_a, KRnl_d, KRnl_k; Reverse coded (1s become 3s and 3s become 1s): KRnl_e, KRnl_j, KRnl_n, KRnl_o, KRnl_r, KRnl_z.</p> <p>If more than two of the source items are outside range 1-3 (i.e., refused or don't know), then scale is set to missing (M).</p> <p>Next, convert KRnPRSST into a z-score by subtracting the mean fall score from the individual child's score and dividing by the standard deviation. That is,</p> $z\text{-score} = (\text{the individual child's score for KRnPRSST} - \text{the sample mean for KR1PRSST}) / \text{SD}$ <p>Finally, convert the z-score into a t-score. KRnPRSST will be equal to this t-score.</p> $T\text{score} = (z\text{score} * 10) + 50$	
<b>KRnTPLBS</b>	<b>Teacher reported total PLBS score</b>	Continuous
	PLBS	Scale Score
		<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	<p>The Preschool Learning Behavior Scale (PLBS; McDermott et al. 2000) assesses the child's approaches to learning, including the child's motivation to learn and behaviors that enhance learning. Teachers rate individual children on a series of questions pertaining to learning-related behaviors on a scale from 1 ("not true") to 3 ("very true or often true"), forming three subscales: 1) competence motivation, 2) attention to tasks and task persistence, and 3) attitudes towards learning. This composite reflects the child's score across items on the full PLBS. It is a t-score with a mean of 50 and standard deviation of 10. Scores are set to illustrate children's performance relative to the average performance of the Head Start population when entering the program in fall 2006. It is derived from the kindergarten TCR.</p>	
<b>Specification:</b>	<p>KRnTPLBS = mean of items: KRnl_y, KRnl_bb, KRnl_a, KRnl_d, KRnl_k; KRnl_t; Reverse coded (1s become 3s and 3s become 1s): KRnl_b, KRnl_c, KRnl_f, KRnl_l, KRnl_q, KRnl_r, KRnl_o, KRnl_z, KRnl_h, KRnl_i, KRnl_p, KRnl_x, KRnl_u, KRnl_cc, KRnl_e, KRnl_j, KRnl_n.</p> <p>If more than seven of the source items are outside range 1-3 (i.e., refused or don't know), then scale is set to missing (M).</p> <p>Next, convert KRnTPLBS into a z-score by subtracting the mean fall score from the individual child's score and dividing by the standard deviation. That is,</p> $z\text{-score} = (\text{the individual child's score for KRnTPLBS} - \text{the sample mean for KR1TPLBS}) / \text{SD}$ <p>Finally, convert the z-score into a t-score. KRnTPLBS will be equal to this t-score.</p> $T\text{score} = (z\text{score} * 10) + 50$	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Indirect child assessments</b>				
<b>KRnSSRS</b>	<b>Teacher reported social skills score</b>			Continuous
	SSRS	Scale Score	<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	Teachers indicate how often the child engages in cooperative classroom behaviors, such as following the teacher's directions, helping put things away, complimenting classmates, and following rules when playing games. In this section, the teacher is asked to indicate the extent to which a given statement (such as "follows the teacher's directions") is characteristic of the child, from 0 ("never") to 2 ("very often"). This composite is a sum score of the items. Scores range from 0 to 24. It is derived from the kindergarten TCR.			
<b>Specification:</b>	KRnSSRS = (mean of items KRnG_a - KRnG_j) * 12			
	Prior to taking the mean, recode the items so that items coded as 1 become 0, items coded as 2 become 1, and items coded as 3 become 2.			
	If more than three of the source items are outside range 0-2 (i.e., refused or don't know), then scale is set to missing (M).			
<b>KRnBAGGR</b>	<b>Teacher reported behavior problems-disrupt aggress score</b>			Continuous
	TCR CC	Scale Score	<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	Using items from an abbreviated adaptation of the Personal Maturity Scale (Entwisle et al. 1987), and the Behavior Problems Index (Peterson and Zill 1986), teachers indicate how often the child engages in aggressive behavior (such as "hits/fights with others," "disobeys rules or requests," and "disrupts ongoing activities."). The teacher is asked to indicate the extent to which a given statement is characteristic of the child, from 0 ("not true") to 2 ("very true or often true"). This composite is a sum score of the items. Scores range from 0 to 8. It is derived from the kindergarten TCR.			
<b>Specification:</b>	KRnBAGGR = (mean of items KRnH_c, KRnH_d, KRnH_f, KRnH_j) * 4			
	Prior to taking the mean, recode the items so that items coded as 1 become 0, items coded as 2 become 1, and items coded as 3 become 2.			
	If more than one of the source items is outside range 0-2 (i.e., refused or don't know), then scale is set to missing (M).			
<b>KRnBHYP2</b>	<b>Teacher reported behavior problems - hyperactive score (Westat)</b>			Continuous
	TCR CC	Scale Score	<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	Using items from an abbreviated adaptation of the Personal Maturity Scale (Entwisle et al. 1987), and the Behavior Problems Index (Peterson and Zill 1986), teachers indicate how often the child engages in hyperactive behavior (such as "is very restless, fidgets all the time, can't sit still" and "is distracted too easily by what is going on in the room"). The teacher is asked to indicate the extent to which a given statement is characteristic of the child, from 0 ("not true") to 2 ("very true or often true"). This composite reflects the child's sum score on the items. Scores range from 0 to 6. It is derived from the kindergarten TCR.			
<b>Specification:</b>	KRnBHYP2 = (KRnH_a, KRnH_b, and KRnH_j) * 3.			
	If any of the source items is outside range 0-2 (i.e., refused or don't know), then scale is set to missing (M).			
	In fall 2006, the first two items from the Classroom Conduct scale were omitted from the online version of the Teacher Child Report. Accordingly, items used to construct the hyperactive behavior were missing for most children. The hyperactive behavior subscale was constructed using items from this section of the TCR, along with related items from the PLBS. A similar version of this variable was constructed again in spring 2007, along with a version that was comparable with Westat's earlier construction of the variable. The KRnBHYP2 composite reflects Westat's construction of the variable.			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Indirect child assessments</b>		
<b>KRnBHYPE</b>	<b>Teacher reported behavior problems - hyperactive score (MPR)</b>	Continuous
	TCR CC                      Scale Score <input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	Using items from an abbreviated adaptation of the Personal Maturity Scale (Entwisle et al. 1987), and the Behavior Problems Index (Peterson and Zill 1986), teachers indicate how often the child engages in hyperactive behavior (such as "is very restless, fidgets all the time, can't sit still" and "is distracted too easily by what is going on in the room"). The teacher is asked to indicate the extent to which a given statement is characteristic of the child, from 0 ("not true") to 2 ("very true or often true"). This composite is a sum score of the items. Scores range from 0 to 12. It is derived from the kindergarten TCR.	
<b>Specification:</b>	<p>KRnBHYPE = (mean of items KRnH_a, KRnH_j, KRnH_n, KRnH_o, KRnH_z, KRnH_j) * 6.</p> <p>Prior to taking the mean, recode the items so that items coded as 1 become 0, items coded as 2 become 1, and items coded as 3 become 2. Prior to recoding, please also reverse code the following item so that items coded as 1 become 3 and items coded as 3 become 1: KRnH_a</p> <p>If more than one of the source items is outside range 0-2 (i.e., refused or don't know), then scale is set to missing (M).</p> <p>In fall 2006, the first two items from the Classroom Conduct scale were omitted from the online version of the Teacher Child Report. Accordingly, items used to construct the hyperactive behavior were missing for most children. The hyperactive behavior subscale was constructed using items from this section of the TCR, along with related items from the PLBS. A similar version of this variable was constructed again in spring 2007, along with a version that was comparable with Westat's earlier construction of the variable.</p>	
<b>KRnBPRB2</b>	<b>Teacher reported behavior problems total score (Westat)</b>	Continuous
	TCR CC                      Scale Score <input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	Using items from an abbreviated adaptation of the Personal Maturity Scale (Entwisle et al. 1987), and the Behavior Problems Index (Peterson and Zill 1986), teachers indicate how often the child engages in aggressive behavior (such as "hits/fights with others"), hyperactive behavior (such as "is very restless"), and anxious or depressed and withdrawn behavior (such as "is unhappy"). The teacher is asked to indicate the extent to which a given statement is characteristic of the child, from 0 ("not true") to 2 ("very true or often true"). This composite is a sum score of the items used to construct each of the subscales. Scores range from 0 to 24. It is derived from the kindergarten TCR.	
<b>Specification:</b>	<p>KRnBPRB2 = mean of items [KRnH_A through KRnH_N] * 12.</p> <p>Prior to taking the mean, recode the items so that items coded as 1 become 0, items coded as 2 become 1, and items coded as 3 become 2.</p> <p>If more than three of the source items are outside range 0-2 (i.e., refused or don't know), then scale is set to missing (M).</p> <p>In fall 2006, the first two items from the Classroom Conduct scale were omitted from the online version of the Teacher Child Report. Accordingly, items used to construct the hyperactive behavior subscale were missing for most children. The hyperactive behavior subscale was constructed using items from this section of the TCR, along with related items from the PLBS. In addition, the summary score from the scale's behavior items was constructed as the mean of the aggressive and withdrawn subscale items, plus the child's hyperactive score. A similar version of this variable was constructed again in spring 2007, along with a version that was comparable with Westat's earlier construction of the variable. The KRnBPRB2 composite reflects Westat's construction of the variable.</p>	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Indirect child assessments</b>				
<b>KRnBPROB</b>	<b>Teacher reported behavior problems total score (MPR)</b>			Continuous
	TCR CC	Scale Score	<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	Using items from an abbreviated adaptation of the Personal Maturity Scale (Entwisle et al. 1987), and the Behavior Problems Index (Peterson and Zill 1986), teachers indicate how often the child engages in aggressive behavior (such as "hits/fights with others"), hyperactive behavior (such as "is very restless"), and anxious or depressed and withdrawn behavior (such as "is unhappy"). The teacher is asked to indicate the extent to which a given statement is characteristic of the child, from 1 ("not true") to 3 ("very true or often true"). This composite is a sum score of the items used to construct each of the subscales. Scores can range from 0 to 36. It is derived from the kindergarten TCR.			
<b>Specification:</b>	KRnBPROB = mean of items [KRnH_c - KRnH_n, KRnBHYPE score] * 13.			
	Prior to taking the mean, recode the items so that items coded as 1 become 0, items coded as 2 become 1, and items coded as 3 become 2.			
	If more than three of the source items are outside range 0-2 (i.e., refused or don't know), then scale is set to missing (M).			
	In fall 2006, the first two items from the Classroom Conduct scale were omitted from the online version of the Teacher Child Report. Accordingly, items used to construct the hyperactive behavior subscale were missing for most children. The hyperactive behavior subscale was constructed using items from this section of the TCR, along with related items from the PLBS. In addition, the summary score from the scale's behavior items was constructed as the mean of the aggressive and withdrawn subscale items, plus the child's hyperactive score. A similar version of this variable was constructed again in spring 2007, along with a version that was comparable with Westat's earlier construction of the variable.			
<b>KRnBWITH</b>	<b>Teacher reported behavior problems - withdrawn score</b>			Continuous
	TCR CC	Scale Score	<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	Using items from an abbreviated adaptation of the Personal Maturity Scale (Entwisle et al. 1987), and the Behavior Problems Index (Peterson and Zill 1986), teachers indicate how often the child engages in anxious or depressed and withdrawn behavior (such as "is unhappy," "keeps to herself or himself" and "is nervous, high strung, or tense"). The teacher is asked to indicate the extent to which a given statement is characteristic of the child, from 0 ("not true") to 2 ("very true or often true"). This composite is a sum score of the items. Scores range from 0 to 12. It is derived from the kindergarten TCR.			
<b>Specification:</b>	KRnBWITH = mean of items (KRnH_g, KRnH_h, KRnH_l, KRnH_k, KRnH_m, KRnH_n) * 6.			
	Prior to taking the mean, recode the items so that items coded as 1 become 0, items coded as 2 become 1, and items coded as 3 become 2.			
	If more than one of the source items is outside range 1-3 (i.e., refused or don't know), then scale is set to missing (M).			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Indirect child assessments</b>				
<b>PnPAGGR</b>	<b>Parnt reported total behavior problems-aggressive score</b>			Continuous
	PCBC	Scale Score	<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	As reported by parents, this composite captures problems of undercontrol in the child, including aggressive behaviors. The parent is asked to indicate the extent to which a given statement (such as "is disobedient at home") is characteristic of the child, from 0 ("not true") to 2 ("very true"). The composite is the sum of items, with total scores ranging from 0 to 4.			
<b>Specification:</b>	Create a variable PnPAGGR, labeled "Parent reported behavior problems - aggressive score," by taking the mean of items PnG01j and PnG01o from the Parent Interview and multiplying the mean by 2.			
	Prior to taking the mean, recode the items so that items coded as 1 become 2, items coded as 2 become 1, and items coded as 3 become 0.			
	If any of the source items are outside range 0-2 (i.e., refused or don't know), then scale is set to missing (M).			
<b>PnPBEPRB</b>	<b>Parent Reported Total Behavior Problems Index</b>			Continuous
	PCBC	Scale Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	As reported by parents, this composite captures the total behavior problems of the child, including problems of undercontrol (such as aggression, hyperactivity and destructiveness) and overcontrol (such as social withdrawal, depression, and somatic problems). The parent is asked to indicate the extent to which a given statement (such as "is disobedient at home") is characteristic of the child, from 0 ("not true") to 2 ("very true"). The composite is the sum of items, with total scores ranging from 0 to 20.			
<b>Specification:</b>	PnPBEPRB = (mean of items PnG1c, PnG1d, PnG1e, PnG1j, PnG1k, PnG1l, PnG1m, PnG1o, PnG1q, PnG1t, PnG1u, PnG1h) * 12			
	Prior to taking the mean, recode the items so that items coded as 1 become 2, items coded as 2 become 1, and items coded as 3 become 0.			
	If more than three of the source items are outside range 0-2 (i.e., refused or don't know), then scale is set to missing (M).			
<b>PnPHYPER</b>	<b>Parnt reportd total behavior problems-hyperactive score</b>			Continuous
	PCBC	Scale Score	<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	As reported by parents, this composite captures problems of undercontrol in the child, including hyperactivity. The parent is asked to indicate the extent to which a given statement (such as "can't concentrate") is characteristic of the child, from 0 ("not true") to 2 ("very true"). The composite is the sum of items, with total scores ranging from 0 to 8.			
<b>Specification:</b>	Create a variable PnPHYPER, labeled "Parent reported behavior problems - hyperactive score," by taking the mean of items PnG01c, PnG01d, PnG01m, and PnG01t from the Parent Interview and multiplying the mean by 4.			
	Prior to taking the mean, recode the items so that items coded as 1 become 2, items coded as 2 become 1, and items coded as 3 become 0.			
	If more than one of the source items is outside range 0-2 (i.e., refused or don't know), then scale is set to missing (M).			
<b>PnPWITH</b>	<b>Parent Reported Behavior Problems - Withdrawn Score</b>			Continuous
	PCBC	Scale Score	<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	As reported by parents, this composite captures problems of overcontrol in the child, including social withdrawal, depression, and somatic problems. The parent is asked to indicate the extent to which a given statement (such as "is unhappy, sad, or depressed") is characteristic of the child, from 0 ("not true") to 2 ("very true"). The composite is the sum of items, with total scores ranging from 0 to 6.			
<b>Specification:</b>	Create a variable PnPWITH, labeled "Parent reported behavior problems - withdrawn score," by taking the mean of items PnG01e, PnG01h, and PnG01k from the Parent Interview and multiplying the mean by 3.			
	Prior to taking the mean, recode the items so that items coded as 1 become 2, items coded as 2 become 1, and items coded as 3 become 0.			
	If any of the source items is outside range 0-2 (i.e., refused or don't know), then scale is set to missing (M).			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Indirect child assessments</b>				
<b>PnSSPAL</b>	<b>Parnt rept soc skills/pos apprch/lrning</b>			Continuous
	PCBC	Scale Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	This composite reflects children's prosocial or positive behaviors, as reported by parents. The parent is asked to indicate the extent to which a given statement (such as "makes friends easily") is characteristic of the child, from 0 ("not true") to 2 ("very true"). This composite is the sum of items, with total scores ranging from 0 to 16.			
<b>Specification:</b>	PnSSPAL = (mean of items PnG01a, PnG01b, PnG01f, PnG01i, PnG01g, PnG01n, PnG01r, PnG01s) * 8			
	Prior to taking the mean, recode the items so that items coded as 1 become 2, items coded as 2 become 1, and items coded as 3 become 0.			
	If more than two of the source items are outside range 0-2 (i.e., refused or don't know), then scale is set to missing (M).			
<b>PnPELS</b>	<b>Parent Reported Emergent Literacy Scale</b>			Continuous
	PPELS	Scale Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Parents are asked to rate their child's prereading, early math, early writing, and language skills by describing the child's ability in these areas. Selected items from this set are combined to form a composite of parental perceptions of children's early literacy skills. Scores range from 0 to 5.			
<b>Specification:</b>	If PnF01 equals 1 or 2, then PnF01R equals 1, otherwise PnF01R equals 0. If PnF02 is greater than 3 then PnF02R equals 1, otherwise PnF02R equals 0. If PnF06 equals 1 then PnF06R equals 1, otherwise PnF06R equals 0.			
	PnPELS = (mean of items PnF01R, PnF02R, PnF06R, PnF04, PnF05) * 5			
	If more than one of the source items is outside range 0-1 (i.e., refused or don't know), then scale is set to missing (M).			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Child and family characteristics</b>		
<b>PnCAUTSM</b>	<b>Child Autism or Pervasive Developmental Delay</b>	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	As reported by parents, this composite identifies whether the child was diagnosed by a doctor or health professional as having autism or a pervasive developmental delay (PDD).	
<b>Specification:</b>	<p>If PnP17 = 1 and PnP18 = 1 and PnP19_3 = 3, then TEMPD = 1 (Yes).            If PnP17 = 1 and PnP18 = 1 and PnP19_3 = 0, then TEMPD = 0 (No).            If PnP17 = 1 and PnP18 = 0 and PnP19_3 = S, then TEMPD = 0 (No).            If PnP17 = 0 and PnP18 = S and PnP19_3 = S, then TEMPD = 0 (No).            If PnP17 = 1 and PnP18 = 1 and PnP19_3 = D or R, then TEMPD = M.            If PnP17 = 1 and PnP18 = D or R and PnP19_3 = D or R, then TEMPD = M.            If PnP17 = D or R and PnP18 = D or R and PnP19_3 = D or R, then TEMPD = M.            If PnP17, PnP18, or PnP19_3 = ".", then TEMPD = "."</p> <p>If PnP27 = 1 and PnP28 = 1 and PnP29_3 = 3, then TEMPE = 1 (Yes).            If PnP27 = 1 and PnP28 = 1 and PnP29_3 = 0, then TEMPE = 0 (No).            If PnP27 = 1 and PnP28 = 0 and PnP29_3 = S, then TEMPE = 0 (No).            If PnP27 = 0 and PnP28 = S and PnP29_3 = S, then TEMPE = 0 (No).            If PnP27 = D or R and PnP28 = D or R and PnP29_3 = D or R, then TEMPE = M.            If PnP27 = 1 and PnP28 = 1 and PnP29_3 = D or R, then TEMPE = M.            If PnP27 = 1 and PnP28 = D or R and PnP29_3 = D or R, then TEMPE = M.            If PnP27, PnP28, or PnP29_3 = ".", then TEMPE = "."</p> <p>If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_5 = 5, then TEMPF = 1 (Yes).            If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_5 = 0, then TEMPF = 0 (No).            If PnP30 = 1 and PnP31 = 1 and PnP32 = 0 and PnP33_5 = S, then TEMPF = 0 (No).            If PnP30 = 1 and PnP31 = 0 and PnP32 = S and PnP33_5 = S, then TEMPF = 0 (No).            If PnP30 = 0 and PnP31 = S and PnP32 = S and PnP33_5 = S, then TEMPF = 0 (No).            If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_5 = D or R, then TEMPF = M.            If PnP30 = 1 and PnP31 = 1 and PnP32 = D or R and PnP33_5 = D or R, then TEMPF = M.            If PnP30 = 1 and PnP31 = D or R and PnP32 = D or R and PnP33_5 = D or R, then TEMPF = M.            If PnP30 = D or R and PnP31 = D or R and PnP32 = D or R and PnP33_5 = D or R, then TEMPF = M.            If PnP30, PnP31, PnP32, or PnP33_5 = ".", then TEMPF = "."</p> <p>If TEMPD, TEMPE, or TEMPF = 1, then PnCAUTSM = 1 (Yes).            If TEMPD, TEMPE, and TEMPF = 0, then PnCAUTSM = 0 (No).</p> <p>If TEMPD = 0 or M and TEMPE = M and TEMPF = 0 or M, then PnCAUTSM = M.            If TEMPD = 0 or M and TEMPE = 0 or M and TEMPF = M, then PnCAUTSM = M.            If TEMPD = M and TEMPE = 0 or M and TEMPF = 0 or M, then PnCAUTSM = M.            If TEMPD, TEMPE or TEMPF = ".", then PnCAUTSM = "."</p>	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Child and family characteristics</b>		
<b>PnCCEMOTN</b>	<b>Child Emotional/Behavioral Disability</b>	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	As reported by parents, this composite identifies whether the child was diagnosed by a doctor or health professional as having an emotional/behavioral disability.	
<b>Specification:</b>	<p>If PnP17 = 1 and PnP18 = 1 and PnP19_2 = 2, then TEMPJ = 1 (Yes).            If PnP17 = 1 and PnP18 = 1 and PnP19_2 = 0, then TEMPJ = 0 (No).            If PnP17 = 1 and PnP18 = 0 and PnP19_2 = S, then TEMPJ = 0 (No).            If PnP17 = 0 and PnP18 = S and PnP19_2 = S, then TEMPJ = 0 (No).            If PnP17 = 1 and PnP18 = 1 and PnP19_2 = D or R, then TEMPJ = M.            If PnP17 = 1 and PnP18 = D or R and PnP19_2 = D or R, then TEMPJ = M.            If PnP17 = D or R and PnP18 = D or R and PnP19_2 = D or R, then TEMPJ = M.            If PnP17, PnP18, or PnP19_2 = ".", then TEMPJ = ".".</p> <p>If PnP27 = 1 and PnP28 = 1 and PnP29_5 = 5, then TEMPK = 1 (Yes).            If PnP27 = 1 and PnP28 = 1 and PnP29_5 = 0, then TEMPK = 0 (No).            If PnP27 = 1 and PnP28 = 0 and PnP29_5 = S, then TEMPK = 0 (No).            If PnP27 = 0 and PnP28 = S and PnP29_5 = S, then TEMPK = 0 (No).            If PnP27 = 1 and PnP28 = 1 and PnP29_5 = D or R, then TEMPK = M.            If PnP27 = 1 and PnP28 = D or R and PnP29_5 = D or R, then TEMPK = M.            If PnP27 = D or R and PnP28 = D or R and PnP29_5 = D or R, then TEMPK = M.            If PnP27, PnP28, or PnP29_5 = ".", then TEMPK = ".".</p> <p>If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_7 = 7, then TEMPL = 1 (Yes).            If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_7 = 0, then TEMPL = 0 (No).            If PnP30 = 1 and PnP31 = 1 and PnP32 = 0 and PnP33_7 = S, then TEMPL = 0 (No).            If PnP30 = 1 and PnP31 = 0 and PnP32 = S and PnP33_7 = S, then TEMPL = 0 (No).            If PnP30 = 0 and PnP31 = S and PnP32 = S and PnP33_7 = S, then TEMPL = 0 (No).            If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_7 = D or R, then TEMPL = M.            If PnP30 = 1 and PnP31 = 1 and PnP32 = D or R and PnP33_7 = D or R, then TEMPL = M.            If PnP30 = 1 and PnP31 = D or R and PnP32 = D or R and PnP33_7 = D or R, then TEMPL = M.            If PnP30 = D or R and PnP31 = D or R and PnP32 = D or R and PnP33_7 = D or R, then TEMPL = M.            If PnP30, PnP31, PnP32, or PnP33_7 = ".", then TEMPL = ".".</p> <p>If TEMPJ, TEMPK, or TEMPL = 1, then PnCCEMOTN = 1 (Yes).            If TEMPJ, TEMPK, and TEMPL = 0, then PnCCEMOTN = 0 (No).</p> <p>If TEMPJ = 0 or M and TEMPK = M and TEMPL = 0 or M, then PnCCEMOTN = M.            If TEMPJ = 0 or M and TEMPK = 0 or M and TEMPL = M, then PnCCEMOTN = M.            If TEMPJ = M and TEMPK = 0 or M and TEMPL = 0 or M, then PnCCEMOTN = M.            If TEMPJ, TEMPK or TEMPL = ".", then PnCCEMOTN = ".".</p>	
<b>PnCHDISB</b>	<b>Child Disability Status</b>	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	As reported by parents, this composite identifies whether the child has any diagnosed disability or impairment.	
<b>Specification:</b>	Use the constructed impairment/disability variables.	
	<p>If any constructed disability variables = 1 (Yes), then PnCHDISB = 1 (Child has Disability).            If all constructed disability variables = 0 (No), then PnCHDISB = 0 (Child does not have Disability).</p> <p>If any combination of constructed disability variables = 0 (No) and M, then PnCHDISB = M.            If any constructed disability variables = ".", then PnCHDISB = ".".</p>	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label Measure	ScoreType	Data Type
<b>Child and family characteristics</b>			
<b>PnCMULIM</b>	<b>Child Multiple Impairment</b>		Binary (0/1)
			<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	This composite identifies whether the child has more than one diagnosed disability or impairment, as reported by parents.		
<b>Specification:</b>	Using the disability variables: PnCSPLNG, PnCAUTSM, PnCRETRD, PnCEMOTN, PnCTRBRI, PnCSNSRY, and PnCORTHO		
	For cases where all constructed variables have a valid value: If all constructed disability variables = 1 (Yes) or 0 (No) and the sum of these constructed variables is > 1, then PnCMULIM = 1 (Yes).		
	If all constructed disability variables = 1 (Yes) or 0 (No) and the sum of these constructed variables = 1, then PnCMULIM = 0 (No).		
	If all constructed disability variables = 1 (Yes) or 0 (No) and the sum of these constructed variables = 0, then PnCMULIM = 0 (No).		
	For cases where at least one constructed variable does not have a valid value: If one or more constructed disability variables is outside range 0 - 1 (i.e., M) and the sum of all of the constructed disability variables > 1, then PnCMULIM = 1 (Yes).		
	If one constructed disability variable is outside range 0 - 1 (i.e., M) and the sum of all of the constructed disability variables = 0, then PnCMULIM = 0 (No).		
	If one constructed disability variable is outside range 0 - 1 (i.e., M) and the sum of all of the constructed disability variables = 1, then PnCMULIM = M.		
	If more than one constructed disability variable is outside range 0 - 1 (i.e., M) and the sum of all of the constructed disability variables = 0 or 1, then PnCMULIM = M.		
	If all constructed disability variables are outside range 0 - 1 (i.e., M), then PnCMULIM = M.		
	If any constructed disability variables = ".", then PnCMULIM = "."		

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Child and family characteristics</b>		
<b>PnCORTHO</b>	<b>Child Orthopedic Impairment</b>	Binary (0/1)
	<input checked="" type="checkbox"/> <b>Fall 2006</b> <input checked="" type="checkbox"/> <b>Spring 2007</b> <input checked="" type="checkbox"/> <b>Spring 2008</b> <input checked="" type="checkbox"/> <b>Spring 2009</b>	
<b>Description:</b>	As reported by parents, this composite identifies whether the child was diagnosed by a doctor or health professional as having cerebral palsy or another physical condition affecting the child's use of arms or legs.	
<b>Specification:</b>	<p>If PnP23 = 1 and PnP24 = 1 and PnP25_1, then TEMPQ = 1 (Yes).            If PnP23 = 1 and PnP24 = 1 and PnP25_1 = 0, then TEMPQ = 0 (No).            If PnP23 = 1 and PnP24 = 0 and PnP25_1 = S, then TEMPQ = 0 (No).            If PnP23 = 0 and PnP24 = S and PnP25_1 = S, then TEMPQ = 0 (No).            If PnP23 = 1 and PnP24 = 1 and PnP25_1 = D or R, then TEMPQ = M.            If PnP23 = 1 and PnP24 = D or R and PnP25_1 = D or R, then TEMPQ = M.            If PnP23 = D or R and PnP24 = D or R and PnP25_1 = D or R, then TEMPQ = M.            If PnP23, PnP24, or PnP25_1 = "." then TEMPQ = "."</p> <p>If PnP23 = 1 and PnP24 = 1 and PnP25_3 = 1, then TEMPR = 1 (Yes).            If PnP23 = 1 and PnP24 = 1 and PnP25_3 = 0, then TEMPR = 0 (No).            If PnP23 = 1 and PnP24 = 0 and PnP25_3 = S, then TEMPR = 0 (No).            If PnP23 = 0 and PnP24 = S and PnP25_3 = S, then TEMPR = 0 (No).            If PnP23 = 1 and PnP24 = 1 and PnP25_3 = D or R, then TEMPR = M.            If PnP23 = 1 and PnP24 = D or R and PnP25_3 = D or R, then TEMPR = M.            If PnP23 = D or R and PnP24 = D or R and PnP25_3 = D or R, then TEMPR = M.            If PnP23, PnP24, or PnP25_3 = "." then TEMPR = "."</p> <p>If TEMPQ or TEMPR = 1, then PnCORTHO = 1 (Yes).            If TEMPQ and TEMPR = 0, then PnCORTHO = 0 (No).            If TEMPQ = 0 or M and TEMPR = M, then PnCORTHO = M.            If TEMPQ = M and TEMPR = 0 or M, then PnCORTHO = M.            If TEMPQ or TEMPR = ".", then PnCORTHO = "."</p>	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Child and family characteristics</b>		
<b>PnCRETRD</b>	<b>Child Mental Retardation or Cognitive Impairment</b>	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	As reported by parents, this composite identifies whether the child was diagnosed by a doctor or health professional as having mental retardation or cognitive impairment.	
<b>Specification:</b>	First, create 3 temporary variables, TEMPG, TEMPH, and TEMPI.  If PnP17 = 1 and PnP18 = 1 and PnP19_1 = 1, then TEMPG = 1 (Yes). If PnP17 = 1 and PnP18 = 1 and PnP19_1 = 0, then TEMPG = 0 (No). If PnP17 = 1 and PnP18 = 0 and PnP19_1 = S, then TEMPG = 0 (No). If PnP17 = 0 and PnP18 = S and PnP19_1 = S, then TEMPG = 0 (No). If PnP17 = D or R and PnP18 = D or R and PnP19_1 = D or R, then TEMPG = M. If PnP17 = 1 and PnP18 = 1 and PnP19_1 = D or R, then TEMPG = M. If PnP17 = 1 and PnP18 = D or R and PnP19_1 = D or R, then TEMPG = M. If PnP17, PnP18, or PnP19_1 = ".", then TEMPG = ".".  If PnP27 = 1 and PnP28 = 1 and PnP29_4 = 4, then TEMPH = 1 (Yes). If PnP27 = 1 and PnP28 = 1 and PnP29_4 = 0, then TEMPH = 0 (No). If PnP27 = 1 and PnP28 = 0 and PnP29_4 = S, then TEMPH = 0 (No). If PnP27 = 0 and PnP28 = S and PnP29_4 = S, then TEMPH = 0 (No). If PnP27 = 1 and PnP28 = 1 and PnP29_4 = D or R, then TEMPH = M. If PnP27 = 1 and PnP28 = D or R and PnP29_4 = D or R, then TEMPH = M. If PnP27 = D or R and PnP28 = D or R and PnP29_4 = D or R, then TEMPH = M. If PnP27, PnP28, or PnP29_4 = ".", then TEMPH = ".".  If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_6 = 6, then TEMPI = 1 (Yes). If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_6 = 0, then TEMPI = 0 (No). If PnP30 = 1 and PnP31 = 1 and PnP32 = 0 and PnP33_6 = S, then TEMPI = 0 (No). If PnP30 = 1 and PnP31 = 0 and PnP32 = S and PnP33_6 = S, then TEMPI = 0 (No). If PnP30 = 0 and PnP31 = S and PnP32 = S and PnP33_6 = S, then TEMPI = 0 (No). If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_6 = D or R, then TEMPI = M. If PnP30 = 1 and PnP31 = 1 and PnP32 = D or R and PnP33_6 = D or R, then TEMPI = M. If PnP30 = 1 and PnP31 = D or R and PnP32 = D or R and PnP33_6 = D or R, then TEMPI = M. If PnP30 = D or R and PnP31 = D or R and PnP32 = D or R and PnP33_6 = D or R, then TEMPI = M. If PnP30, PnP31, PnP32, or PnP33_6 = ".", then TEMPI = ".".  If TEMPG, TEMPH, or TEMPI = 1, then PnCRETRD = 1 (Yes). If TEMPG, TEMPH, and TEMPI = 0, then PnCRETRD = 0 (No).  If TEMPG = 0 or M and TEMPH = M and TEMPI = 0 or M, then PnCRETRD = M. If TEMPG = 0 or M and TEMPH = 0 or M and TEMPI = M, then PnCRETRD = M. If TEMPG = M and TEMPH = 0 or M and TEMPI = 0 or M, then PnCRETRD = M. If TEMPG, TEMPH or TEMPI = ".", then PnCRETRD = "."	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Child and family characteristics</b>		
<b>PnCSNSRY</b>	<b>Child Sensory Impairment</b>	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	As reported by parents, this composite identifies whether the child was diagnosed by a doctor or health professional as deaf (not improved by a hearing aide or cochlear implant), hearing impaired/hard of hearing, blind, or visually impaired (not corrected with glasses or contact lenses).	
<b>Specification:</b>	<p>           If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_3 = 3, then TEMPM = 1 (Yes).            If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_3 = 0, then TEMPM = 0 (No).            If PnP30 = 1 and PnP31 = 1 and PnP32 = 0 and PnP33_3 = S, then TEMPM = 0 (No).            If PnP30 = 1 and PnP31 = 0 and PnP32 = S and PnP33_3 = S, then TEMPM = 0 (No).            If PnP30 = 0 and PnP31 = S and PnP32 = S and PnP33_3 = S, then TEMPM = 0 (No).            If PnP30 = 1 and PnP31 = 1 and PnP32 = n and PnP33_3 = D or R, then TEMPM = M.            If PnP30 = 1 and PnP31 = 1 and PnP32 = D or R and PnP33_3 = D or R, then TEMPM = M.            If PnP30 = 1 and PnP31 = D or R and PnP32 = D or R and PnP33_3 = D or R, then TEMPM = M.            If PnP30 = D or R and PnP31 = D or R and PnP32 = D or R and PnP33_3 = D or R, then TEMPM = M.            If PnP30, PnP31, PnP32, or PnP33_3 = ".", then TEMPM = "."         </p> <p>           If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_2 = 2, then TEMPN = 1 (Yes).            If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_2 = 0, then TEMPN = 0 (No).            If PnP30 = 1 and PnP31 = 1 and PnP32 = 0 and PnP33_2 = S, then TEMPN = 0 (No).            If PnP30 = 1 and PnP31 = 0 and PnP32 = S and PnP33_2 = S, then TEMPN = 0 (No).            If PnP30 = 0 and PnP31 = S and PnP32 = S and PnP33_2 = S, then TEMPN = 0 (No).            If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_2 = D or R, then TEMPN = M.            If PnP30 = 1 and PnP31 = 1 and PnP32 = D or R and PnP33_2 = D or R, then TEMPN = M.            If PnP30 = 1 and PnP31 = D or R and PnP32 = D or R and PnP33_2 = D or R, then TEMPN = M.            If PnP30 = D or R and PnP31 = D or R and PnP32 = D or R and PnP33_2 = D or R, then TEMPN = M.            If PnP30, PnP31, PnP32, or PnP33_2 = "." then TEMPN = "."         </p> <p>           If PnP36 = 1 and PnP37 = 1 and PnP38 = 1 and PnP39_3 = 3, then TEMPO = 1 (Yes).            If PnP36 = 1 and PnP37 = 1 and PnP38 = 1 and PnP39_3 = 0, then TEMPO = 0 (No).            If PnP36 = 1 and PnP37 = 1 and PnP38 = 0 and PnP39_3 = S, then TEMPO = 0 (No).            If PnP36 = 1 and PnP37 = 0 and PnP38 = S and PnP39_3 = S, then TEMPO = 0 (No).            If PnP36 = 1 and PnP37 = 1 and PnP38 = 1 and PnP39_3 = D or R, then TEMPO = M.            If PnP36 = 1 and PnP37 = 1 and PnP38 = D or R and PnP39_3 = D or R, then TEMPO = M.            If PnP36 = 1 and PnP37 = D or R and PnP38 = D or R and PnP39_3 = D or R, then TEMPO = M.            If PnP36 = D or R and PnP37 = D or R and PnP38 = D or R and PnP39_3 = D or R, then TEMPO = M.            If PnP36, PnP37, PnP38, or PnP39_3 = "." then TEMPO = "."         </p> <p>           If PnP36 = 1 and PnP37 = 1 and PnP38 = 1 and PnP39a = 1 and PnP39b = 3, then TEMPP = 1 (Yes).            If PnP36 = 0 and PnP37 = S and PnP38 = S and PnP39a = S and PnP39b = S, then TEMPP = 0 (No).            If PnP36 = 1 and PnP37 = 1 and PnP38 = 1 and PnP39a = 1 and PnP39b = 1 or 2, then TEMPP = 0 (No).            If PnP36 = 1 and PnP37 = 1 and PnP38 = 1 and PnP39a = 0 and PnP39b = S, then TEMPP = 0 (No).            If PnP36 = 1 and PnP37 = 1 and PnP38 = 0 and PnP39a = S and PnP39b = S, then TEMPP = 0 (No).            If PnP36 = 1 and PnP37 = 0 and PnP38 = S and PnP39a = S and PnP39b = S, then TEMPP = 0 (No).            If PnP36 = D or R and PnP37 = D or R and PnP38 = D or R and PnP39a = D or R and PnP39b = D or R, then TEMPP = M.            If PnP36 = 1 and PnP37 = 1 and PnP38 = 1 or R and PnP39a = 1 and PnP39b = D or R, then TEMPP = M.            If PnP36 = 1 and PnP37 = 1 and PnP38 = 1 and PnP39a = D or R and PnP39b = D or R, then TEMPP = M.            If PnP36 = 1 and PnP37 = 1 and PnP38 = D or R and PnP39a = D or R and PnP39b = D or R, then TEMPP = M.            If PnP36 = 1 and PnP37 = D or R and PnP38 = D or R and PnP39a = D or R and PnP39b = D or R, then TEMPP = M.            If PnP36, PnP37, PnP38, PnP39a, or PnP39b = "." then TEMPP = "."         </p> <p>           If any TEMP variables = 1 (Yes), then PnCSNSRY = 1 (Yes).            If all TEMP variables = 0 (No), then PnCSNSRY = 0 (No).            If any combination of TEMP variables = 0 (No) and M, then PnCSNSRY = M.            If any TEMP variables = "." then PnCSNSRY = "."         </p>	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Child and family characteristics</b>		
<b>PnCSPLNG</b>	<b>Child Speech or Language Impairment</b>	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	As reported by parents, this composite identifies whether the child was diagnosed by a doctor or health professional as having a speech or language impairment.	
<b>Specification:</b>	<p>If PnP27 = 1 and PnP28 = 1 and PnP29_1 = 1, then TEMPA = 1 (Yes).            If PnP27 = 1 and PnP28 = 1 and PnP29_1 = 0, then TEMPA = 0 (No).            If PnP27 = 1 and PnP28 = 0 and PnP29_1 = S, then TEMPA = 0 (No).            If PnP27 = 0 and PnP28 = S and PnP29_1 = S, then TEMPA = 0 (No).            If PnP27 = 1 and PnP28 = 1 and PnP29_1 = D or R, then TEMPA = M.            If PnP27 = 1 and PnP28 = D or R and PnP29_1 = D or R, then TEMPA = M.            If PnP27 = D or R and PnP28 = D or R and PnP29_1 = D or R, then TEMPA = M.            If PnP27, PnP28, or PnP29_1 = "." then TEMPA = "."</p> <p>If PnP27 = 1 and PnP28 = 1 and PnP29_2 = 2, then TEMPB = 1 (Yes).            If PnP27 = 1 and PnP28 = 1 and PnP29_2 = 0, then TEMPB = 0 (No).            If PnP27 = 0 and PnP28 = 0 and PnP29_2 = S, then TEMPB = 0 (No).            If PnP27 = 0 and PnP28 = S and PnP29_2 = S, then TEMPB = 0 (No).            If PnP27 = 1 and PnP28 = 1 and PnP29_2 = D or R, then TEMPB = M.            If PnP27 = 1 and PnP28 = D or R and PnP29_2 = D or R, then TEMPB = M.            If PnP27 = D or R and PnP28 = D or R and PnP29_2 = D or R, then TEMPB = M.            If PnP27, PnP28, or PnP29_2 = "." then TEMPB = "."</p> <p>If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_4 = 4, then TEMPC = 1 (Yes).            If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_4 = 0, then TEMPC = 0 (No).            If PnP30 = 1 and PnP31 = 1 and PnP32 = 0 and PnP33_4 = S, then TEMPC = 0 (No).            If PnP30 = 1 and PnP31 = 0 and PnP32 = S and PnP33_4 = S, then TEMPC = 0 (No).            If PnP30 = 0 and PnP31 = S and PnP32 = S and PnP33_4 = S, then TEMPC = 0 (No).            If PnP30 = 1 and PnP31 = 1 and PnP32 = 1 and PnP33_4 = D or R, then TEMPC = M.            If PnP30 = 1 and PnP31 = 1 and PnP32 = D or R and PnP33_4 = D or R, then TEMPC = M.            If PnP30 = 1 and PnP31 = D or R and PnP32 = D or R and PnP33_4 = D or R, then TEMPC = M.            If PnP30 = D or R and PnP31 = D or R and PnP32 = D or R and PnP33_4 = D or R, then TEMPC = M.            If PnP30, PnP31, PnP32, or PnP33_4 = "." then TEMPC = "."</p> <p>If TEMPA, TEMPB, or TEMPC = 1, then PnCSPLNG = 1 (Yes).            If TEMPA, TEMPB, and TEMPC = 0, then PnCSPLNG = 0 (No).</p> <p>If TEMPA = 0 or M and TEMPB = M and TEMPC = 0 or M, then PnCSPLNG = M.            If TEMPA = 0 or M and TEMPB = 0 or M and TEMPC = M, then PnCSPLNG = M.            If TEMPA = M and TEMPB = 0 or M and TEMPC = 0 or M, then PnCSPLNG = M.            If TEMPA, TEMPB or TEMPC = "." then PnCSPLNG = "."</p>	
<b>PnCTRBRI</b>	<b>Child Traumatic Brain Injury</b>	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	As reported by parents, this composite identifies whether the child was diagnosed by a doctor or health professional as having a traumatic brain injury.	
<b>Specification:</b>	<p>If PnP17 = 1 and PnP18 = 1 and PnP19_4 = 4, then PnCTRBRI = 1 (Yes).            If PnP17 = 1 and PnP18 = 1 and PnP19_4 = 0, then PnCTRBRI = 0 (No).            If PnP17 = 1 and PnP18 = 0 and PnP19_4 = S, then PnCTRBRI = 0 (No).            If PnP17 = 0 and PnP18 = S and PnP19_4 = S, then PnCTRBRI = 0 (No).</p> <p>If PnP17 = 1 and PnP18 = 1 and PnP19_4 = D or R, then PnCTRBRI = M.            If PnP17 = 1 and PnP18 = D or R and PnP19_4 = D or R, then PnCTRBRI = M.            If PnP17 = D or R and PnP18 = D or R and PnP19_4 = D or R, then PnCTRBRI = M.            If PnP17, PnP18, or PnP19_4 = "." then PnCTRBRI = "."</p>	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Child and family characteristics</b>		
<b>PnPrgTyp</b>	<b>Child's Program Type</b>	Categorical (integer)
	<input checked="" type="checkbox"/> <b>Fall 2006</b> <input checked="" type="checkbox"/> <b>Spring 2007</b> <input checked="" type="checkbox"/> <b>Spring 2008</b> <input checked="" type="checkbox"/> <b>Spring 2009</b>	
<b>Description:</b>	This variable identifies whether the child is enrolled in full day Head Start or kindergarten, half day Head Start or kindergarten, or a home-based Head Start setting.	
<b>Specification:</b>	In fall 2006, spring 2007: If Tn_AMPMFD = 3, then PnPrgTyp = 1 (Full day Head Start). If Tn_AMPMFD = 1 or 2, then PnPrgTyp = 2 (Half day Head Start). If Tn_AMPMFD = 4, then PnPrgTyp = 3 (Home based Head Start).  In spring 2008: If P3Enroll = 1 and T3_AMPMFD = 3, then P3PrgTyp = 1 (Full day Head Start). If P3Enroll = 1 and T3_AMPMFD = 1 or 2, then P3PrgTyp = 2 (Half day Head Start). If P3Enroll = 1 and T3_AMPMFD = 4, then P3PrgTyp = 3 (Home based Head Start). If P3Enroll = 2, then use KR3E02. -If KR3E02 = 3 or 4, then P3PrgTyp = 4 (Full day Kindergarten). -If KR3E02 = 1 or 2, then P3PrgTyp = 5 (Half day Kindergarten).  -If P3Enroll = 2 and KR3E02 is missing, use P3CC01.  ---If P3CC01 = 1, then P3PrgTyp = 4 (Full day Kindergarten). ---If P3CC01 = 2, then P3PrgTyp = 5 (Half day Kindergarten).  In spring 2009: If KR4E02 = 3 or 4, then P4PrgTyp = 1 (Full day Kindergarten). If KR4E02 = 1 or 2, then P4PrgTyp = 2 (Half day Kindergarten). If KR4E02 is missing, use P4CC01. -If P4CC01 = 1, then P4PrgTyp = 1 (Full day Kindergarten). -If P4CC01 = 2, then P4PrgTyp = 2 (Half day Kindergarten).	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label Measure	ScoreType	Data Type
<b>Child and family characteristics</b>			
<b>P1ECRISK</b>	<b>Economic Family Risk</b>		Continuous
		<input checked="" type="checkbox"/> Fall 2006	<input type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	This composite is an index of the number of economic risks experienced by the family, including single parenthood (P1FMSTRC), low maternal education (P1RMOMED), and household poverty (P1POVRTY). Scores on the index range from 0 to 3.		
<b>Specification:</b>	<p>If P1FMSTRC = 2 (Biological Mother Only) or 3 (Biological Father Only), then SINGLE = 1 (Single-parent household).            If P1FMSTRC = 1, 4, 5, 6, 7, or 8, then SINGLE = 0 (Not a single-parent household).            If P1FMSTRC = M, then SINGLE = M.            If P1FMSTRC = ".", then SINGLE = "."</p> <p>If P1MOMED = 1 (Less than High School Diploma), then LOMOMED = 1 (Mother Does Not Have HS Diploma).            If P1MOMED = 2, 3, or 4, then LOMOMED = 0 (Mother Has HS Diploma).            If P1MOMED = M, then LOMOMED = M.            If P1MOMED = ".", then LOMOMED = "."</p> <p>If SINGLE, P1POVRTY, and LOMOMED do not equal "M" or ".", then P1ECRISK = SINGLE + P1POVRTY + LOMOMED.</p> <p>If SINGLE, P1POVRTY, or LOMOMED = M, then P1ECRISK = M.</p> <p>If SINGLE, P1POVRTY, or LOMOMED = ".", then P1FMRISK = "."</p>		
<b>P1FDADED</b>	<b>Revised Fall 2006 P1DADED Flag</b>		Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2006	<input type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	This variable is a data flag identifying cases for whom spring 2007 data was used to update the fall 2006 version of the father education composite, P1RDADED.		
<b>Specification:</b>	Where the P1RDADED composite could not be constructed in fall 2006 due to no parent interview in the fall, this composite is constructed using spring 2007 data. P1FDADED is the data flag that identifies cases whose spring data were used for the composite (= 1).		
<b>P1FFAGE</b>	<b>Revised Fall 2006 P1FAGE Flag</b>		Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2006	<input type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	This variable is a data flag identifying cases for whom spring 2007 data was used to update the fall 2006 version of the father age composite, P1RFAGE.		
<b>Specification:</b>	Where the P1RFAGE composite could not be constructed in fall 2006 due to no parent interview in the fall, this composite is constructed using spring 2007 data. P1FFAGE is the data flag that identifies cases whose spring data were used for the composite (= 1).		
<b>P1FHHLNG</b>	<b>Revised Fall 2006 P1HHLANG Flag</b>		Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2006	<input type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	This variable is a data flag identifying cases for whom spring 2007 data was used to update the fall 2006 version of the household language composite, P1RHHLNG.		
<b>Specification:</b>	Where the P1RHHLNG composite could not be constructed in fall 2006 due to no parent interview in the fall, this composite is constructed using spring 2007 data. P1FHHLNG is the data flag that identifies cases whose spring data were used for the composite (= 1).		
<b>P1FHHRTO</b>	<b>Revised Fall 2006 P1HHRTIO Flag</b>		Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2006	<input type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	This variable is a data flag identifying cases for whom spring 2007 data was used to update the fall 2006 version of the household ratio composite, P1RHHRTO.		
<b>Specification:</b>	Where the P1RHHRTO composite could not be constructed in fall 2006 due to no parent interview in the fall, this composite is constructed using spring 2007 data. P1FHHRTO is the data flag that identifies cases whose spring data were used for the composite (= 1).		

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label Measure	ScoreType	Data Type
<b>Child and family characteristics</b>			
<b>P1FMAGE</b>	<b>Revised Fall 2006 P1MAGE Flag</b>		Binary (0/1)
			<input checked="" type="checkbox"/> <b>Fall 2006</b> <input type="checkbox"/> <b>Spring 2007</b> <input type="checkbox"/> <b>Spring 2008</b> <input type="checkbox"/> <b>Spring 2009</b>
<b>Description:</b>	This variable is a data flag identifying cases for whom spring 2007 data was used to update the fall 2006 version of the mother age composite, P1RMAGE.		
<b>Specification:</b>	Where the P1RMAGE composite could not be constructed in fall 2006 due to no parent interview in the fall, this composite is constructed using spring 2007 data. P1FMAGE is the data flag that identifies cases whose spring data were used for the composite (= 1).		
<b>P1FMARTL</b>	<b>Revised Fall 2006 P1MARTL Flag</b>		Binary (0/1)
			<input checked="" type="checkbox"/> <b>Fall 2006</b> <input type="checkbox"/> <b>Spring 2007</b> <input type="checkbox"/> <b>Spring 2008</b> <input type="checkbox"/> <b>Spring 2009</b>
<b>Description:</b>	This variable is a data flag identifying cases for whom spring 2007 data was used to update the fall 2006 version of the parent marital status composite, P1RMARTL.		
<b>Specification:</b>	Where the P1RMARTL composite could not be constructed in fall 2006 due to no parent interview in the fall, this composite is constructed using spring 2007 data. P1FMARTL is the data flag that identifies cases whose spring data were used for the composite (= 1).		
<b>P1FMOMED</b>	<b>Revised Fall 2006 P1MOMED Flag</b>		Binary (0/1)
			<input checked="" type="checkbox"/> <b>Fall 2006</b> <input type="checkbox"/> <b>Spring 2007</b> <input type="checkbox"/> <b>Spring 2008</b> <input type="checkbox"/> <b>Spring 2009</b>
<b>Description:</b>	This variable is a data flag identifying cases for whom spring 2007 data was used to update the fall 2006 version of the mother age composite, P1RMOMED.		
<b>Specification:</b>	Where the P1RMOMED composite could not be constructed in fall 2006 due to no parent interview in the fall, this composite is constructed using spring 2007 data. P1FMOMED is the data flag that identifies cases whose spring data were used for the composite (= 1).		
<b>P1PBrnUS</b>	<b>Both child's parents born in the U.S.</b>		Binary (0/1)
			<input checked="" type="checkbox"/> <b>Fall 2006</b> <input type="checkbox"/> <b>Spring 2007</b> <input type="checkbox"/> <b>Spring 2008</b> <input type="checkbox"/> <b>Spring 2009</b>
<b>Description:</b>	This variable identifies whether one or both of the child's parents was born outside of the U.S. It is derived from the parent interview.		
<b>Specification:</b>	Create a variable for whether both of the child's parents were born in the U.S., labeled P1PBrnUS, using the variables you constructed earlier - P1MBrnUS and P1FBrnUS. Create categories 1) Both Parents Born in US, 2) One Parent Born Outside US, 3) Both parents Born Outside US.		
	If P1MBrnUS = 1 and P1FBrnUS = 1, then P1PBrnUS = 1 (Both Parents Born in US).		
	If P1MBrnUS = 0 or P1FBrnUS = 0, then P1PBrnUS = 2 (Both Parents Born in US).		
	If P1MBrnUS = 0 and P1FBrnUS = 0, then P1PBrnUS = 3 (Both parents Born Outside US).		
	If P1MBrnUS or P1FBrnUS = .M, then P1PBrnUS = .M.		

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Child and family characteristics</b>		
<b>P1RDADED</b>	<b>Father's Highest Education</b>	Categorical (integer)
	<input checked="" type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	This variable identifies the highest level of education of the father in the household. It is based on fall 2006 data, and for new respondents in spring 2007, spring data. It is accompanied by a flag that identifies cases whose spring data were used for the composite, P1FDADED.	
<b>Specification:</b>	<p>If PnK24 = 1, 2, or 3, then P1RDADED = 1 (Less than High School Diploma).            If PnK24 = 4 or 5, then P1RDADED = 2 (High School Diploma or GED).            If PnK24 = 6, 7, or 8, then P1RDADED = 3 (Vocational/Technical Diploma, Associate Degree, or Some College).            If PnK24 = 9, 10, 11, 12, or 13, then P1RDADED = 4 (Bachelor's Degree or Higher).</p> <p>If PnK24 = D, R, M, or S, then P1RDADED = M.            If PnK24 = ".", then P1RDADED = "."</p> <p>Where the P1RDADED composite could not be constructed in fall 2006 due to no parent interview in the fall, this composite is constructed using spring 2007 data. Otherwise, fall 2006 data were used for the construct. This variable is accompanied by a flag that identifies cases whose spring data were used for the composite, P1FDADED.</p>	
<b>P1RFAGE</b>	<b>Father's Age</b>	Continuous
	<input checked="" type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	P1RFAGE identifies the father's age in years as of September 1, 2006, the designated start of the program year. The composite reflects the age of the child's biological or adoptive father, whether or not he resides with the child. It is based on fall 2006 data, and for new respondents in spring 2007, spring data. It is accompanied by a flag that identifies cases whose spring data were used for the composite, P1FFAGE.	
<b>Specification:</b>	<p>If PI in fall 2006 and father DOB collected, use P1SC7, P1SC9, P1B04, P1B05, P1K08. If no PI in fall 2006, use P2SC7, P2SC9, P2B04, P2B05, P2K08:</p> <p>If PnSC9 = 12 or 14, use PnSC7.            If PnSC9 does not = 12 or 14 and PnB05_XX does not = 02, use PnK08.            If PnSC9 does not = 12 or 14 and PnB05_XX = 02, use PnB04_XX.</p> <p>Assign missing codes according to the variable used above:</p> <p>·So if used PnSC7 to assign father's age and PnSC7 = D or R, then P1RFAGE = M; if used PnK08 to assign father's age and PnK08 = D or R, then PnFAGE = M; if used PnB04_XX to assign father's age and PnB04_XX = D or R, then P1RFAGE = M.</p> <p>·If you used PnSC7 to assign father's age and PnSC7 = "." then P1RFAGE = "."; if used PnK08 to assign father's age and PnK08 = "." then P1RFAGE = "."; if used PnB04_XX to assign father's age and PnB04_XX = "." then P1RFAGE = "."</p> <p>If PI in fall, but father DOB not obtained:</p> <p>P2K_FA2 = P1RFAGE</p> <p>Where the P1RFAGE composite could not be constructed in fall 2006 due to no parent interview in the fall, this composite is constructed using spring 2007 data (K08). For cases where there was a previous interview but father DOB was not obtained, the composite is also constructed using spring 2007 data (P2K_FA2). Otherwise, fall 2006 data were used for the construct. This variable is accompanied by a flag that identifies cases whose spring data were used for the composite, P1FFAGE.</p>	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Child and family characteristics</b>		
<b>P1RHHLNG</b>	<b>Household Language</b>	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	This composite uses the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child. It is based on fall 2006 data, and for new respondents in spring 2007, spring data. It is accompanied by a flag that identifies cases whose spring data were used for the composite, P1FHHLNG.	
<b>Specification:</b>	<p>If PnD07 = 1 (Yes) and PnD10 does not = 25, then P1RHHLNG = 1 (Language Minority).            If PnD07 = 1 (Yes) and PnD10 = 25, then P1RHHLNG = 0 (Language Majority).            If PnD07 = 0 (No), then P1RHHLNG = 0 (Language Majority).</p> <p>If PnD07 = ".", then P1RHHLNG = "."            If PnD07 = R, D, or M, then P1RHHLNG = M.</p> <p>Where the P1RHHLNG composite could not be constructed in fall 2006 due to no parent interview in the fall, this composite was constructed using spring 2007 data. Otherwise, fall 2006 data were used for the construct. This variable is accompanied by a flag that identifies cases whose spring data were used for the composite, P1FHHLNG.</p>	
<b>P1RHHRTO</b>	<b>Household Dependence Ratio</b>	Continuous
	<input checked="" type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	This variable identifies the total number of household members under the age of 18 relative to the number of adult household members. It is based on fall 2006 data, and for new respondents in spring 2007, spring data. It is accompanied by a flag that identifies cases whose spring data were used for the composite, P1FHHRTO.	
<b>Specification:</b>	<p>P1RHHRTO = PnB02 / PnB01</p> <p>If PnB02 or PnB01 = D, R, or M, then P1RHHRTO = M.            If PnB02 or PnB01 = ".", then P1RHHRTO = "."</p> <p>Where the P1RHHRTO composite could not be constructed in the fall due to no parent interview in the fall, this composite is constructed using spring 2007 data. Otherwise, fall 2006 data were used for the construct. This variable is accompanied by a flag that identifies cases whose spring data were used for the composite, P1FHHRTO.</p>	
<b>P1RMAGE</b>	<b>Mother's Age</b>	Continuous
	<input checked="" type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	This variable identifies the mother's age in years as of September 1, 2006, the designated start of the program year. The composite reflects the age of the child's biological or adoptive mother, whether or not she resides with the child. It is based on fall 2006 data, and for new respondents in spring 2007, spring data. It is accompanied by a flag that identifies cases whose spring data were used for the composite, P1FMAGE.	
<b>Specification:</b>	<p>If PnSC9 = 11 or 13, use PnSC7.            If PnSC9 does not = 11 or 13, use PnJ08.</p> <p>Assign missing codes according to the variable used above:</p> <p>·So if used PnSC7 to assign mother's age and PnSC7 = D or R, then P1RMAGE = M; if used PnJ08 to assign mother's age and PnJ08 = D or R, then P1RMAGE = M.            ·If used PnSC7 to assign mother's age and PnSC7 = "." then P1RMAGE = "."; if used PnJ08 to assign mother's age and PnJ08 = "." then P1RMAGE = "."</p> <p>Where the P1RMAGE composite could not be constructed in the fall due to no parent interview in the fall, this composite is constructed using spring 2007 data. Otherwise, fall 2006 data were used for the construct. It is accompanied by a flag that identifies cases whose spring data were used for the composite, P1FMAGE.</p>	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Child and family characteristics</b>		
<b>P1RMARTL</b>	<b>Parent Marital Status</b>	Categorical (integer)
	<input checked="" type="checkbox"/> <b>Fall 2006</b> <input type="checkbox"/> <b>Spring 2007</b> <input type="checkbox"/> <b>Spring 2008</b> <input type="checkbox"/> <b>Spring 2009</b>	
<b>Description:</b>	This variable identifies the marital status of the parents residing in the household with the child. It is based on fall 2006 data, and for new respondents in spring 2007, spring data. It is accompanied by a flag that identifies cases whose spring data were used for the composite, P1FMARTL.	
<b>Specification:</b>	<p>If PnB09 = 1 or P1J15 = 1, then OLDMARTL = 1 (Married).            If PnB09 = 2 or P1J15 = 2, then OLDMARTL = 2 (Divorced).            If PnB09 = 3 or P1J15 = 3, then OLDMARTL = 3 (Separated).            If PnB09 = 4 or P1J15 = 4, then OLDMARTL = 4 (Not Married).            If PnB09 = S and P1J15 = S, then OLDMARTL = 4 (Not Married).            If PnB09 = D, R, or M or P1J15 = D, R, or M, then OLDMARTL = M.            If PnB09 = "." or P1J15 = "." then OLDMARTL = "."</p> <p>If OLDMARTL = 1 and PnFMSTRC = 1, then P1RMARTL = 1 (Married).            If OLDMARTL = 1 and PnFMSTRC = 2, then P1RMARTL = 5 (Not a Two Parent Household).            If OLDMARTL = 1 and PnFMSTRC = 7, then P1RMARTL = 5 (Not a Two Parent Household).            If OLDMARTL = 1 and PnFMSTRC = 8, then P1RMARTL = M.</p> <p>If OLDMARTL = 2 and PnFMSTRC = 1, then P1RMARTL = M.            If OLDMARTL = 2 and PnFMSTRC = 2, then P1RMARTL = 5 (Not a Two Parent Household).            If OLDMARTL = 2 and PnFMSTRC = 3, then P1RMARTL = 5 (Not a Two Parent Household).            If OLDMARTL = 2 and PnFMSTRC = 5, then P1RMARTL = M.            If OLDMARTL = 2 and PnFMSTRC = 6, then P1RMARTL = M.            If OLDMARTL = 2 and PnFMSTRC = 7, then P1RMARTL = 5 (Not a Two Parent Household).            If OLDMARTL = 2 and PnFMSTRC = 8, then P1RMARTL = M.</p> <p>If OLDMARTL = 3 and PnFMSTRC = 1, then P1RMARTL = M.            If OLDMARTL = 3 and PnFMSTRC = 2, then P1RMARTL = 5 (Not a Two Parent Household).            If OLDMARTL = 3 and PnFMSTRC = 3, then P1RMARTL = 5 (Not a Two Parent Household).            If OLDMARTL = 3 and PnFMSTRC = 5, then P1RMARTL = M.            If OLDMARTL = 3 and PnFMSTRC = 6, then P1RMARTL = M.            If OLDMARTL = 3 and PnFMSTRC = 7, then P1RMARTL = 5 (Not a Two Parent Household).            If OLDMARTL = 3 and PnFMSTRC = 8, then P1RMARTL = M.</p> <p>If OLDMARTL = 4 and PnFMSTRC = 1, then P1RMARTL = 4 (Not Married).            If OLDMARTL = 4 and PnFMSTRC = 2, then P1RMARTL = 5 (Not a Two Parent Household).            If OLDMARTL = 4 and PnFMSTRC = 3, then P1RMARTL = 5 (Not a Two Parent Household).            If OLDMARTL = 4 and PnFMSTRC = 5, then P1RMARTL = 4 (Not Married).            If OLDMARTL = 4 and PnFMSTRC = 6, then P1RMARTL = 4 (Not Married).            If OLDMARTL = 4 and PnFMSTRC = 7, then P1RMARTL = 5 (Not a Two Parent Household).            If OLDMARTL = 4 and PnFMSTRC = 8, then P1RMARTL = M.</p> <p>For new respondents in spring 2007, the P1RMARTL composite is constructed using spring 2007 data. Otherwise, fall 2006 data were used for the construct. This variable is accompanied by a flag that identifies cases whose spring data were used for the composite, P1FMARTL.</p>	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Child and family characteristics</b>		
<b>P1RMOMED</b>	<b>Mother's Highest Education</b>	Categorical (integer)
	<input checked="" type="checkbox"/> <b>Fall 2006</b> <input type="checkbox"/> <b>Spring 2007</b> <input type="checkbox"/> <b>Spring 2008</b> <input type="checkbox"/> <b>Spring 2009</b>	
<b>Description:</b>	This variable identifies the highest level of education of the mother in the household. It is based on fall 2006 data, and for new respondents in spring 2007, spring data. It is accompanied by a flag that identifies cases whose spring data were used for the composite, P1FMOMED.	
<b>Specification:</b>	If PnJ24 = 1, 2, or 3, then P1RMOMED= 1 (Less than High School Diploma). If PnJ24 = 4 or 5, then P1RMOMED= 2 (High School Diploma or GED). If PnJ24 = 6, 7, or 8, then P1RMOMED= 3 (Vocational/Technical Diploma, Associate Degree, or Some College). If PnJ24 = 9, 10, 11, 12, or 13, then P1RMOMED = 4 (Bachelor's Degree or Higher).  If PnJ24 = D, R, M, or S, then P1RMOMED= M. If PnJ24 = "." then P1RMOMED = "."  Where the P1RMOMEDcomposite could not be constructed in the fall due to no parent interview in the fall, this composite is constructed using spring 2007 data. Otherwise, fall 2006 data were used for the construct. This variable is accompanied by a flag that identifies cases whose spring data were used for the composite, P1FMOMED.	
<b>P3HHRTIO</b>	<b>Household Dependence Ratio</b>	Continuous
	<input type="checkbox"/> <b>Fall 2006</b> <input type="checkbox"/> <b>Spring 2007</b> <input checked="" type="checkbox"/> <b>Spring 2008</b> <input type="checkbox"/> <b>Spring 2009</b>	
<b>Description:</b>	This variable identifies the total number of household members under the age of 18 relative to the number of adult household members.	
<b>Specification:</b>	If P3_adult = D, R, or M or P3_child = D, R, or M, then P3HHRTIO = M. If P3_adult = "." or P3_child = ".", then P3HHRTIO = "."	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType

### Child and family characteristics

<b>P3MARITL</b>	<b>Parent Marital Status</b>	Categorical (integer)
	<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	This variable identifies the marital status of the parents residing in the household with the child.	
<b>Specification:</b>	<p>If P3B09 = 1 or P3J15 = 1, then OLDMARTL = 1 (Married).          If P3B09 = 2 or P3J15 = 2, then OLDMARTL = 2 (Divorced).          If P3B09 = 3 or P3J15 = 3, then OLDMARTL = 3 (Separated).          If P3B09 = 4 or P3J15 = 4, then OLDMARTL = 4 (Not Married).          If P3B09 = S and P3J15 = S, then OLDMARTL = 4 (Not Married).          If P3B09 = D, R, or M or P3J15 = D, R, or M, then OLDMARTL = M.          If P3B09 = "." or P3J15 = "." then OLDMARTL = "."</p> <p>If OLDMARTL = 1 and P3FMSTRC = 1, then P3MARITL = 1 (Married).          If OLDMARTL = 1 and P3FMSTRC = 2, then P3MARITL = 5 (Not a Two Parent Household).          If OLDMARTL = 1 and P3FMSTRC = 7, then P3MARITL = 5 (Not a Two Parent Household).          If OLDMARTL = 1 and P3FMSTRC = 8, then P3MARITL = M.</p> <p>If OLDMARTL = 2 and P3FMSTRC = 1, then P3MARITL = M.          If OLDMARTL = 2 and P3FMSTRC = 2, then P3MARITL = 5 (Not a Two Parent Household).          If OLDMARTL = 2 and P3FMSTRC = 3, then P3MARITL = 5 (Not a Two Parent Household).          If OLDMARTL = 2 and P3FMSTRC = 5, then P3MARITL = M.          If OLDMARTL = 2 and P3FMSTRC = 6, then P3MARITL = M.          If OLDMARTL = 2 and P3FMSTRC = 7, then P3MARITL = 5 (Not a Two Parent Household).          If OLDMARTL = 2 and P3FMSTRC = 8, then P3MARITL = M.</p> <p>If OLDMARTL = 3 and P3FMSTRC = 1, then P3MARITL = M.          If OLDMARTL = 3 and P3FMSTRC = 2, then P3MARITL = 5 (Not a Two Parent Household).          If OLDMARTL = 3 and P3FMSTRC = 3, then P3MARITL = 5 (Not a Two Parent Household).          If OLDMARTL = 3 and P3FMSTRC = 5, then P3MARITL = M.          If OLDMARTL = 3 and P3FMSTRC = 6, then P3MARITL = M.          If OLDMARTL = 3 and P3FMSTRC = 7, then P3MARITL = 5 (Not a Two Parent Household).          If OLDMARTL = 3 and P3FMSTRC = 8, then P3MARITL = M.</p> <p>If OLDMARTL = 4 and P3FMSTRC = 1, then P3MARITL = 4 (Not Married).          If OLDMARTL = 4 and P3FMSTRC = 2, then P3MARITL = 5 (Not a Two Parent Household).          If OLDMARTL = 4 and P3FMSTRC = 3, then P3MARITL = 5 (Not a Two Parent Household).          If OLDMARTL = 4 and P3FMSTRC = 5, then P3MARITL = 4 (Not Married).          If OLDMARTL = 4 and P3FMSTRC = 6, then P3MARITL = 4 (Not Married).          If OLDMARTL = 4 and P3FMSTRC = 7, then P3MARITL = 5 (Not a Two Parent Household).          If OLDMARTL = 4 and P3FMSTRC = 8, then P3MARITL = M.</p>	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Child and family characteristics</b>		
<b>PnASSIST</b>	<b>Multiple Public Assistance</b>	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	This composite identifies whether the household receives more than one form of public assistance such as welfare, food stamps, or WIC.	
<b>Specification:</b>	<p>If M1a, M1b, M1c, M1d, M1e, M1f, M1g, and M1h = 1 (Yes) or 0 (No) and <math>M1a + M1b + M1c + M1d + M1e + M1f + M1g + M1h &gt; 1</math>, then PnASSIST = 1 (Receives Multiple Public Assistance).</p> <p>If M1a, M1b, M1c, M1d, M1e, M1f, M1g, and M1h = 1 (Yes) or 0 (No) and <math>M1a + M1b + M1c + M1d + M1e + M1f + M1g + M1h = 1</math>, then PnASSIST = 0 (Does Not Receive Multiple Public Assistance).</p> <p>If M1a, M1b, M1c, M1d, M1e, M1f, M1g, and M1h = 1 (Yes) or 0 (No) and <math>M1a + M1b + M1c + M1d + M1e + M1f + M1g + M1h = 0</math>, then PnASSIST = 0 (Does Not Receive Multiple Public Assistance).</p> <p>If one or more individual items (M1a to M1h) are outside range 0 - 1 (i.e., D or R) and <math>M1a + M1b + M1c + M1d + M1e + M1f + M1g + M1h &gt; 1</math>, then PnASSIST = 1 (Receives Multiple Public Assistance).</p> <p>If an individual item (M1a to M1h) is outside range 0 - 1 (i.e., D or R) and <math>M1a + M1b + M1c + M1d + M1e + M1f + M1g + M1h = 0</math>, then PnASSIST = 0 (Does Not Receive Multiple Public Assistance).</p> <p>If an individual item (M1a to M1h) is outside range 0 - 1 (i.e., D or R) and <math>M1a + M1b + M1c + M1d + M1e + M1f + M1g + M1h = 1</math>, then PnASSIST = M.</p> <p>If more than one item (M1a to M1h) is outside range 0 - 1 (i.e., D or R) and <math>M1a + M1b + M1c + M1d + M1e + M1f + M1g + M1h = 0</math> or 1, then PnASSIST = M.</p> <p>If all items (M1a to M1h) are outside range 0 - 1 (i.e., D or R), then PnASSIST = M.</p> <p>If M1a, M1b, M1c, M1d, M1e, M1f, M1g, or M1h = ".", then P1ASSIST = "."</p>	
<b>PnDADEMP</b>	<b>Father's Employment Status</b>	Categorical (integer)
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	This variable identifies the work status of the father in the household (i.e., working full-time, working part-time, looking for work, or not in labor force).	
<b>Specification:</b>	<p>Only construct PnDADEMP if the father is in the household. So construct if Pn05_xx=2 or SC9=12 or 14 or SC9v1 = 12 or 14 or SC9v2 = 12 or 14. Else, set to missing (.M if source data present, "." if no source data present).</p> <p>If PnK17 = 1 and PnK21 &gt; 35, then PnDADEMP = 1 (Working Full-time).</p> <p>If PnK17 = 0 and PnK18 = 1 and PnK21 &gt; 35, then PnDADEMP = 1 (Working Full-time).</p> <p>If PnK17 = 1 and PnK21 &lt; 35, then PnDADEMP = 2 (Working Part-time).</p> <p>If PnK17 = 0 and PnK18 = 1 and PnK21 &lt; 35, then PnDADEMP = 2 (Working Part-time).</p> <p>If PnK17 = 0 and PnK18 = 0 and PnK19 = 1, then PnDADEMP = 3 (Looking for Work).</p> <p>If PnK17 = 2 or 3, then PnDADEMP = 4 (Not in Labor Force).</p> <p>If PnK17 = 0 and PnK18 = 0 and PnK19 = 0, then PnDADEMP = 4 (Not in Labor Force).</p> <p>If PnK17 = 1 and PnK21 = D or R, then PnDADEMP = M.</p> <p>If PnK17 = 0 and PnK18 = 0, D, or R and PnK19 = D or R, then PnDADEMP = M.</p> <p>If PnK17 = D or R, then PnDADEMP = M.</p> <p>If PnK17 = S, then PnDADEMP = M.</p> <p>If PnK17, PnK18, PnK19, or PnK21 = "." then PnDADEMP = "."</p>	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Child and family characteristics</b>		
<b>PnFMRISK</b>	<b>Family Risk Index</b>	Continuous
		<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	<p>This composite is an index of the number of sociodemographic risks experienced by the family, including single parenthood (PnFMSTRC), low maternal education (P1RMOMED), household poverty (PnPOVRTY), and language minority status (P1RHHLANG). Scores on the index range from 0 to 4.</p>	
<b>Specification:</b>	<p>Recode the PnFMSTRC variable. Label this variable SINGLE, Single Parent Household. Use the following categories: 1) Single-parent household, 0) Not a single-parent household.</p> <p>If PnFMSTRC = 2 (Biological Mother Only) or 3 (Biological Father Only), then SINGLE = 1 (Single-parent household).            If PnFMSTRC = 1, 4, 5, 6, 7, or 8, then SINGLE = 0 (Not a single-parent household).            If PnFMSTRC = M, then SINGLE = M.            If PnFMSTRC = ".", then SINGLE = "."</p> <p>Recode the Mother's Highest Education P1RMOMED (or P3MOMED) variable. Label this variable LOMOMED, Mother Does Not Have HS Diploma: 1) Mother Does Not Have HS Diploma, 0) Mother Has HS Diploma.</p> <p>If P1RMOMED/P3MOMED = 1 (Less than High School Diploma), then LOMOMED = 1 (Mother Does Not Have HS Diploma).            If P1RMOMED/P3MOMED = 2, 3, or 4, then LOMOMED = 0 (Mother Has HS Diploma).            If P1RMOMED/P3MOMED = M, then LOMOMED = M.            If P1RMOMED/P3MOMED = ".", then LOMOMED = "."</p> <p>Now create a variable for Family Risk Index, labeled PnFMRISK, using all of the variables you have just constructed and the Household Language variable (P1RHHLNG) and the Household Poverty variable (PnPOVRTY).</p> <p>If SINGLE, PnHHLANG, PnPOVRTY, and LOMOMED do not = M or ".", then PnMRISK = SINGLE + PnHHLANG + PnPOVRTY + LOMOMED.</p> <p>If SINGLE, PnHHLANG, PnPOVRTY, or LOMOMED = M, then PnFMRISK = M.</p> <p>If SINGLE, PnHHLANG, PnPOVRTY, or LOMOMED = ".", then PnFMRISK = "."</p> <p>Where the PnINCOME composite could not be constructed in fall 2006 due to out of range or missing values, values for this variable were imputed. Imputed values for the affected cases were used in constructing the fall 2006 Poverty Status and fall 2006 Family Risk Index variables.</p>	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Child and family characteristics</b>		
<b>PnFMSTRC</b>	<b>Family Structure</b>	Categorical (integer)
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	<p>This variable identifies and classifies the types of parents who reside in the child's household. Parents are classified based on their relationship to the child. Categories include 1) Biological Mother and Biological Father, 2) Biological Mother Only, 3) Biological Father Only, 4) Non-biological Mother and Non-biological Father, 5) Non-biological Mother and Biological Father, 6) Biological Mother and Non-biological Father, 7) Biological Grandparent(s), and 8) Other. Any family structure that does not include the presence of biological parents, step parents, or biological grandparents is classified as "Other."</p>	
<b>Specification:</b>	<p>Fall 2006:</p> <p>As a first step, calculate two dichotomous variables (1=Yes, 0 = No) identifying whether the biological mother and biological father are in the household. Label these variables BIOMOM and BIODAD, respectively. Use values on these variables to categorize cases for the P1FMSTRC variable.</p> <p>If P1SC9 = 11 or P1B05_XX = 01, then BIOMOM = 1 (Yes).            If P1SC9 does not = 11 and P1B05_XX does not = 01, then BIOMOM = 0 (No).            If P1SC9 = 12 or P1B05_XX = 02, then BIODAD = 1 (Yes).            If P1SC9 does not = 12 and P1B05_XX does not = 02, then BIODAD = 0 (No).            If P1SC9 = "." and P1B05_XX = ".", then BIOMOM and BIODAD = "."</p> <p>Now use the values for BIOMOM and BIODAD to calculate P1FMSTRC.</p> <p>If BIOMOM = 1 (Yes) and BIODAD = 1 (Yes), then P1FMSTRC = 1 (Biological Mother and Biological Father).</p> <p>If BIOMOM = 1 (Yes) and BIODAD = 0 (No), then P1FMSTRC = 2 (Biological Mother Only).</p> <p>If BIOMOM = 0 (No) and BIODAD = 1 (Yes), then P1FMSTRC = 3 (Biological Father Only).</p> <p>If BIOMOM = 0 (No) and BIODAD = 0 (No) and P1B05_01, P1B05_02, P1B05_03, P1B05_04, P1B05_05, P1B05_06, P1B05_07, P1B05_08, P1B05_09, or P1B05_10 = 03 and P1B05_01, P1B05_02, P1B05_03, P1B05_04, P1B05_05, P1B05_06, P1B05_07, P1B05_08, P1B05_09, or P1B05_10 = 04 then P1FMSTRC = 4 (Non-biological Mother and Non-biological Father).</p> <p>If BIOMOM = 0 (No) and BIODAD = 1 (Yes) and P1B05_01, P1B05_02, P1B05_03, P1B05_04, P1B05_05, P1B05_06, P1B05_07, P1B05_08, P1B05_09, or P1B05_10 = 03, then P1FMSTRC = 5 (Non-biological Mother and Biological Father).</p> <p>If BIOMOM = 1 (Yes) and BIODAD = 0 (No) and P1B05_01, P1B05_02, P1B05_03, P1B05_04, P1B05_05, P1B05_06, P1B05_07, P1B05_08, P1B05_09, or P1B05_10 = 04, then P1FMSTRC = 6 (Biological Mother and Non-biological Father).</p> <p>If BIOMOM = 0 (No) and BIODAD = 0 (No) and P1B05_01, P1B05_02, P1B05_03, P1B05_04, PnB05_05, P1B05_06, P1B05_07, P1B05_08, P1B05_09, or P1B05_10 = 05 and P1B05_01, P1B05_02, P1B05_03, P1B05_04, P1B05_05, P1B05_06, P1B05_07, P1B05_08, P1B05_09, or P1B05_10 = 06, then P1nFMSTRC = 7 (Biological Grandparent(s)).</p> <p>All ELSE then P1FMSTRC = 8 (Other).</p> <p>If BIOMOM or BIODAD = "." then P1FMSTRC = "."</p> <p>Spring 2007, 2008, 2009:</p> <p>As a first step, we will calculate two dichotomous variables (1=Yes, 0 = No) identifying whether the biological mother and biological father are in the household. Label these variables BIOMOM and BIODAD, respectively. We will also create similar indicators for whether a non-biological mother and/or a non-biological father are in the household, along with indicators for the presence of grandparents in the home. We will use values on these variables to categorize cases for the PnFMSTRC variable.</p> <p>If PnSC9 = 11 or (PnB05_xx = 01 and PnBHH_xx = 0 or 1), then BIOMOM = 1 (Yes).            If PnSC9 ≠ 11 and PnB05_xx ≠ 01, then BIOMOM = 0 (No).            If PnSC9 = 12 or (PnB05_xx = 02 and PnBHH_xx = 0 or 1), then BIODAD = 1 (Yes).            If PnSC9 ≠ 12 and PnB05_xx ≠ 02, then BIODAD = 0 (No).            If PnSC9 = "." and PnB05_xx = ".", then BIOMOM and BIODAD = "."</p>	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Child and family characteristics</b>				
				<p>If PnSC9 = 15 or (PnB05_xx = 03 and PnBHH_01 = 0 or 1), then NONMOM = 1 (Yes).            If PnSC9 ≠ 15 and PnB05_xx ≠ 03, then NONMOM = 0 (No).            If PnSC9 = 16 or (PnB05_xx = 04 and PnBHH_xx = 0 or 1), then NONDAD = 1 (Yes).            If PnSC9 ≠ 16 and PnB05_xx ≠ 04, then NONDAD = 0 (No).            If PnSC9 = "." and PnB05_xx = ".", then NONMOM and NONDAD = "."</p> <p>If PnSC9 = 17 or (PnB05_xx = 05 and PnBHH_01 = 0 or 1), then GRDMOM = 1 (Yes).            If PnSC9 ≠ 17 and PnB05_xx ≠ 05, then GRDMOM = 0 (No).            If PnSC9 = 18 or (PnB05_xx = 06 and PnBHH_xx = 0 or 1), then GRDDAD = 1 (Yes).            If PnSC9 ≠ 18 and PnB05_xx ≠ 06, then GRDDAD = 0 (No).            If PnSC9 = "." and PnB05_xx = ".", then GRDMOM and GRDDAD = "."</p> <p>Now use the values for these indicators to calculate PnFMSTRC.</p> <p>If BIOMOM = 1 (Yes) and BIODAD = 1 (Yes), then PnFMSTRC = 1 (Biological Mother and Biological Father).            If BIOMOM = 1 (Yes) and BIODAD = 0 (No), then PnFMSTRC = 2 (Biological Mother Only).            If BIOMOM = 0 (No) and BIODAD = 1 (Yes), then PnFMSTRC = 3 (Biological Father Only).            If BIOMOM = 0 (No) and BIODAD = 0 (No) and NONMOM = 1 (Yes) and NONDAD = 1 (Yes) then PnFMSTRC = 4 (Non-biological Mother and Non-biological Father).            If BIOMOM = 0 (No) and BIODAD = 1 (Yes) and NONMOM = 1 (Yes), then PnFMSTRC = 5 (Non-biological Mother and Biological Father).            If BIOMOM = 1 (Yes) and BIODAD = 0 (No) and NONDAD = 1(Yes), then PnFMSTRC = 6 (Biological Mother and Non-biological Father).            If BIOMOM = 0 (No) and BIODAD = 0 (No) and GRDMOM = 1 (Yes) and GRDDAD = 1 (Yes), then PnFMSTRC = 7 (Biological Grandparent(s)).            All ELSE then PnFMSTRC = 8 (Other).</p>
<b>PnHHSIZE</b>	<b>Household Size</b>			Continuous
				<input checked="" type="checkbox"/> <b>Fall 2006</b> <input checked="" type="checkbox"/> <b>Spring 2007</b> <input checked="" type="checkbox"/> <b>Spring 2008</b> <input checked="" type="checkbox"/> <b>Spring 2009</b>
<b>Description:</b>	This variable identifies the total number of household members, as reported by parents.			
<b>Specification:</b>	Fall 2006: P1HHSIZE = the number of responses to item P1B05  (Note: As a check, assess whether P1HHSIZE equals the sum of items P1B01 and P1B02). This was not always the case.  If P1B05 = D, R, or M, then P1HHSIZE = M. If P1B05 = ".", then P1HHSIZE = "."  Spring 2007, 2008, 2009: PnHHSIZE EQ PnHHCnt			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Child and family characteristics</b>		
<b>PnINCIMP</b>	<b>Annual Household Income Imputed</b>	Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	The PnINCOME composite could not be constructed for a portion of the sample across waves (e.g., approximately 20% in fall 2006) due to out of range or missing values on key items. As a result, values for the continuous temporary variable CINCOME (upon which the categorical PnINCOME variable is based on) were imputed. This flag identifies those cases for which household income has been imputed in fall 2006, spring 2007, and spring 2008. Values for income were not imputed in spring 2009.	
<b>Specification:</b>	The fall 2006, spring 2007, and spring 2008 annual household income composite could not be constructed for a portion of the sample (approximately 20% in fall 2006) due to out of range or missing values on key items. For these cases, a continuous income variable was imputed, which was in turn used to construct the categorical composite PnINCOME. Cases using imputed values were flagged (PnINCIMP; 1 = Imputed, 0 = Not Imputed).	
<b>PnINCOME</b>	<b>Household Income</b>	Categorical (integer)
		<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	This variable is a categorical variable reflecting annual income for the household as a whole. Categories range from 1) \$5,000 or less to 11) More than \$75,000.	
<b>Specification:</b>	Create categories for PnINCOME: 1) \$5,000 or less, 2) \$5,001 to \$10,000, 3) \$10,001 to \$15,000, 4) \$15,001 to \$20,000, 5) \$20,001 to 25,000, 6) \$25,001 to \$30,000, 7) \$30,001 to \$35,000, 8) \$35,001 to \$40,000, 9) \$40,001 to \$50,000, 10) \$50,001 to \$75,000, or 11) More than \$75,000.	
	As a first step, we calculate a continuous income variable labeled CINCOME. Use values on this variable to categorize cases for the PnINCOME variable.	
	If PnM03per = 6, then CINCOME = PnM03amt. If PnM03per = 5, then CINCOME = PnM03amt * 12. If PnM03per = 4, then CINCOME = PnM03amt * 26. If PnM03per = 3, then CINCOME = PnM03amt * 52. If PnM03per = 2, then CINCOME = PnM03amt * 260. If PnM03per = 1 and PnJ21 = D or R, then CINCOME = PnM03amt * PnJ21 * 52. If PnM03per = D or R, then CINCOME = ". "	
	These values for CINCOME were then used to calculate PnINCOME.	
	If CINCOME <= 5,000, then PnINCOME = 1 (\$5,000 or less). If CINCOME > 5,000 and <= 10,000, then PnINCOME = 2 (\$5,001 to \$10,000). If CINCOME > 10,000 and <= 15,000, then PnINCOME = 3 (\$10,001 to \$15,000). If CINCOME > 15,000 and <= 20,000, then PnINCOME = 4 (\$15,001 to \$20,000). If CINCOME > 20,000 and <= 25,000, then PnINCOME = 5 (\$20,001 to 25,000). If CINCOME > 25,000 and <= 30,000, then PnINCOME = 6 (\$25,001 to \$30,000). If CINCOME > 30,000 and <= 35,000, then PnINCOME = 7 (\$30,001 to \$35,000). If CINCOME > 35,000 and <= 40,000, then PnINCOME = 8 (\$35,001 to \$40,000). If CINCOME > 40,000 and <= 50,000, then PnINCOME = 9 (\$40,001 to \$50,000). If CINCOME > 50,000 and <= 75,000, then PnINCOME = 10 (\$50,001 to \$75,000). If CINCOME > 75,000, then PnINCOME = 11 (More than \$75,000).	
	Where the PnINCOME composite could not be constructed in due to out of range or missing values, values for CINCOME were imputed. This variable is accompanied by a flag that identifies cases whose values of CINCOME were imputed, PnINCIMP. Values of CINCOME were imputed only for fall 2006, spring 2007, and spring 2008 waves.	
	In spring 2009, If CINCOME = ". " and P4M04 = 1, then P4INCOME = P4M05. If CINCOME = ". " and P4M04 = 2, then P4INCOME = P4M06. If CINCOME = ". " and P4M04 = 1 and P4M05 = D or R, then P4INCOME = M. If CINCOME = ". " and P4M04 = 2 and P4M06 = D or R, then P4INCOME = M. If CINCOME = ". " and P4M04 = ". " or P4M05 = ". " or P4M06 = ". ", then P4INCOME = ". "	
	If P4INCOME= M, use prior INCOME scores (in the following order: P3INCOME, P2INCOME, P1INCOME).	
	There are no missing data on PnINCOME for all waves.	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Child and family characteristics</b>		
<b>PnMOMEMP</b>	<b>Mother's Employment Status</b>	Categorical (integer)
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	This variable identifies the work status of the mother in the household (i.e., working full-time, working part-time, looking for work, or not in labor force).	
<b>Specification:</b>	<p>If PnJ17 = 1 and PnJ21 &gt; 35, then PnMOMEMP = 1 (Working Full-time).            If PnJ17 = 0 and PnJ18 = 1 and PnJ21 &gt; 35, then PnMOMEMP = 1 (Working Full-time).            If PnJ17 = 1 and PnJ21 &lt; 35, then PnMOMEMP = 2 (Working Part-time).            If PnJ17 = 0 and PnJ18 = 1 and PnJ21 &lt; 35, then PnMOMEMP = 2 (Working Part-time).            If PnJ17 = 0 and PnJ18 = 0 and PnJ19 = 1, then PnMOMEMP = 3 (Looking for Work).            If PnJ17 = 2 or 3, then PnMOMEMP = 4 (Not in Labor Force).            If PnJ17 = 0 and PnJ18 = 0 and PnJ19 = 0, then PnMOMEMP = 4 (Not in Labor Force).</p> <p>If PnJ17 = 1 and PnJ21 = D or R, then PnMOMEMP = M.            If PnJ17 = 0 and PnJ18 = 0, D, or R and PnJ19 = D or R, then PnMOMEMP = M.            If PnJ17 = D or R, then PnMOMEMP = M.            If PnJ17 = S, then PnMOMEMP = M.            If PnJ17, PnJ18, PnJ19, or PnJ21 = "." then PnMOMEMP = "."</p>	
<b>PnNUMSIB</b>	<b>Number of Siblings</b>	Continuous
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	This variable identifies the total number of siblings with whom the focal child lives.	
<b>Specification:</b>	<p>PnNUMSIB = Number of items PnB05_01 through PnB05_10 where PnB05_XX = 09 or 10.</p> <p>If PnB05_01, PnB05_02, PnB05_03, PnB05_04, PnB05_05, PnB05_06, PnB05_07, PnB05_08, PnB05_09, or PnB05_10 = D, R, or M, then PnNUMSIB = M.            If PnB05_01, PnB05_02, PnB05_03, PnB05_04, PnB05_05, PnB05_06, PnB05_07, PnB05_08, PnB05_09, or PnB05_10 = "." then PnNUMSIB = "."</p>	
<b>PnPDISB</b>	<b>Parent Disability Status</b>	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	This composite classifies the parent as having a disability if 1) the respondent has any impairment or health problem that keeps him/her from working at a job or business or 2) if the respondent is limited in the kind or amount of work he/she can do because of this impairment.	
<b>Specification:</b>	<p>If PnQ03 = 1 (Yes) or PnQ04 = 1 (Yes), then PnPDISB = 1 (Parent has a Disability).            If PnQ03 = 0 (No) or PnQ04 = 0 (No), then PnPDISB = 0 (Parent does not have a Disability).</p> <p>If PnQ03 and PnQ04 = D, M, or R, then PnPDISB = M.            If PnQ03 and PnQ04 = ".", then PnPDISB = "."</p>	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Child and family characteristics</b>		
<b>PnPOVRTO</b>	<b>Ratio of Income to Poverty Threshold</b>	Categorical (integer)
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	This variable is an indicator that uses household size and household income to reflect how far below or above the federal poverty threshold the household's income falls. Categories include less than 50%, between 50-100%, between 100-130%, between 130-185%, between 185-200%, and at or above 200% of the poverty threshold.	
<b>Specification:</b>	Fall 2006 (based on 2005 poverty thresholds):	
	<p>If P1HHSIZE = 2 and CINCOME &lt; 6,377.50, then P1POVRTO = 1 (below 50% of the Poverty Threshold).            If P1HHSIZE = 3 and CINCOME &lt; 7,788.50, then P1POVRTO = 1 (below 50% of the Poverty Threshold).            If P1HHSIZE = 4 and CINCOME &lt; 9,988.50, then P1POVRTO = 1 (below 50% of the Poverty Threshold).            If P1HHSIZE = 5 and CINCOME &lt; 11,806.50, then P1POVRTO = 1 (below 50% of the Poverty Threshold).            If P1HHSIZE = 6 and CINCOME &lt; 13,314.50, then P1POVRTO = 1 (below 50% of the Poverty Threshold).            If P1HHSIZE = 7 and CINCOME &lt; 15,124.50, then P1POVRTO = 1 (below 50% of the Poverty Threshold).            If P1HHSIZE = 8 and CINCOME &lt; 16,805, then P1POVRTO = 1 (below 50% of the Poverty Threshold).            If P1HHSIZE &gt; 9 and CINCOME &lt; 20,144, then P1POVRTO = 1 (below 50% of the Poverty Threshold).</p> <p>If P1HHSIZE = 2 and CINCOME &gt; 6,377.50 and &lt; 12,755, then P1POVRTO = 2 (between 50% and 100% of the Poverty Threshold).            If P1HHSIZE = 3 and CINCOME &gt; 7,788.50 and &lt; 15,577, then P1POVRTO = 2 (between 50% and 100% of the Poverty Threshold).            If P1HHSIZE = 4 and CINCOME &gt; 9,985.50 and &lt; 19,971, then P1POVRTO = 2 (between 50% and 100% of the Poverty Threshold).            If P1HHSIZE = 5 and CINCOME &gt; 11,806.50 and &lt; 23,613, then P1POVRTO = 2 (between 50% and 100% of the Poverty Threshold).            If P1HHSIZE = 6 and CINCOME &gt; 13,341.50 and &lt; 26,683, then P1POVRTO = 2 (between 50% and 100% of the Poverty Threshold).            If P1HHSIZE = 7 and CINCOME &gt; 15,124.50 and &lt; 30,249, then P1POVRTO = 2 (between 50% and 100% of the Poverty Threshold).            If P1HHSIZE = 8 and CINCOME &gt; 16,805 and &lt; 33,610, then P1POVRTO = 2 (between 50% and 100% of the Poverty Threshold).            If P1HHSIZE &gt; 9 and CINCOME &gt; 20,144 and &lt; 40,288, then P1POVRTO = 2 (between 50% and 100% of the Poverty Threshold).</p> <p>If P1HHSIZE = 2 and CINCOME &gt; 12,755 and &lt; 16,581.50, then P1POVRTO = 3 (between 100% and 130% of the Poverty Threshold).            If P1HHSIZE = 3 and CINCOME &gt; 15,577 and &lt; 20,250.10, then P1POVRTO = 3 (between 100% and 130% of the Poverty Threshold).            If P1HHSIZE = 4 and CINCOME &gt; 19,971 and &lt; 25,962.30, then P1POVRTO = 3 (between 100% and 130% of the Poverty Threshold).            If P1HHSIZE = 5 and CINCOME &gt; 23,613 and &lt; 30,696.90, then P1POVRTO = 3 (between 100% and 130% of the Poverty Threshold).            If P1HHSIZE = 6 and CINCOME &gt; 26,683 and &lt; 34,687.90, then P1POVRTO = 3 (between 100% and 130% of the Poverty Threshold).            If P1HHSIZE = 7 and CINCOME &gt; 30,249 and &lt; 39,323.70, then P1POVRTO = 3 (between 100% and 130% of the Poverty Threshold).            If P1HHSIZE = 8 and CINCOME &gt; 33,610 and &lt; 43,693, then P1POVRTO = 3 (between 100% and 130% of the Poverty Threshold).            If P1HHSIZE &gt; 9 and CINCOME &gt; 40,288 and &lt; 52,374.40, then P1POVRTO = 3 (between 100% and 130% of the Poverty Threshold).</p> <p>If P1HHSIZE = 2 and CINCOME &gt; 16,581.50 and &lt; 23,596.75, then P1POVRTO = 4 (between 130% and 185% of the Poverty Threshold).            If P1HHSIZE = 3 and CINCOME &gt; 20,250.10 and &lt; 28,817.45, then P1POVRTO = 4 (between 130% and 185% of the Poverty Threshold).            If P1HHSIZE = 4 and CINCOME &gt; 25,962.30 and &lt; 36,946.35, then P1POVRTO = 4 (between 130% and 185% of the Poverty Threshold).            If P1HHSIZE = 5 and CINCOME &gt; 30,696.90 and &lt; 43,684.05, then P1POVRTO = 4 (between 130% and 185% of the Poverty Threshold).            If P1HHSIZE = 6 and CINCOME &gt; 34,687.90 and &lt; 49,363.55, then P1POVRTO = 4 (between 130% and 185% of the Poverty Threshold).            If P1HHSIZE = 7 and CINCOME &gt; 39,323.70 and &lt; 55,960.65, then P1POVRTO = 4 (between 130% and 185% of the Poverty Threshold).            If P1HHSIZE = 8 and CINCOME &gt; 43,693 and &lt; 62,178.50, then P1POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p>	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType

### Child and family characteristics

Poverty Threshold).

If P1HHSIZE > 9 and CINCOME > 52,374.40 and < 74,532.80, then P1POVRTO = 4 (between 130% and 185% of the Poverty Threshold).

If P1HHSIZE = 2 and CINCOME > 23,596.75 and < 25,510, then P1POVRTO = 5 (between 185% and 200% of the Poverty Threshold).

If P1HHSIZE = 3 and CINCOME > 28,817.45 and < 31,154, then P1POVRTO = 5 (between 185% and 200% of the Poverty Threshold).

If P1HHSIZE = 4 and CINCOME > 36,946.35 and < 39,942, then P1POVRTO = 5 (between 185% and 200% of the Poverty Threshold).

If P1HHSIZE = 5 and CINCOME > 43,684.05 and < 47,226, then P1POVRTO = 5 (between 185% and 200% of the Poverty Threshold).

If P1HHSIZE = 6 and CINCOME > 49,363.55 and < 53,366, then P1POVRTO = 5 (between 185% and 200% of the Poverty Threshold).

If P1HHSIZE = 7 and CINCOME > 55,960.65 and < 60,498, then P1POVRTO = 5 (between 185% and 200% of the Poverty Threshold).

If P1HHSIZE = 8 and CINCOME > 62,178.50 and < 67,220, then P1POVRTO = 5 (between 185% and 200% of the Poverty Threshold).

If P1HHSIZE > 9 and CINCOME > 74,532.80 and < 80,576, then P1POVRTO = 5 (between 185% and 200% of the Poverty Threshold).

If P1HHSIZE = 2 and CINCOME > 25,510, then P1POVRTO = 6 (At or above 200% of the Poverty Threshold).

If P1HHSIZE = 3 and CINCOME > 31,154, then P1POVRTO = 6 (At or above 200% of the Poverty Threshold).

If P1HHSIZE = 4 and CINCOME > 39,942, then P1POVRTO = 6 (At or above 200% of the Poverty Threshold).

If P1HHSIZE = 5 and CINCOME > 47,226, then P1POVRTO = 6 (At or above 200% of the Poverty Threshold).

If P1HHSIZE = 6 and CINCOME > 53,366, then P1POVRTO = 6 (At or above 200% of the Poverty Threshold).

If P1HHSIZE = 7 and CINCOME > 60,498, then P1POVRTO = 6 (At or above 200% of the Poverty Threshold).

If P1HHSIZE = 8 and CINCOME > 67,220, then P1POVRTO = 6 (At or above 200% of the Poverty Threshold).

If P1HHSIZE > 9 and CINCOME > 80,576, then P1POVRTO = 6 (At or above 200% of the Poverty Threshold).

If P1HHSIZE = D, R, or M, then P1POVRTO = M.

If P1HHSIZE = ".", then P1POVRTO = "."

Table 3: Matrix for Calculating Household's Ratio of Income to Poverty Threshold

Household Size	Household Income	Ratio of Income to Poverty
2	\$6,377.50	Below 50%
3	\$7,788.50	Below 50%
4	\$9,985.50	Below 50%
5	\$11,806.50	Below 50%
6	\$13,3341.50	Below 50%
7	\$15,124.50	Below 50%
8	\$16,805.00	Below 50%
9+	\$20,144	Below 50%
2	\$12,755	Between 50-100%
3	\$15,577	Between 50-100%
4	\$19,971	Between 50-100%
5	\$23,613	Between 50-100%
6	\$26,683	Between 50-100%
7	\$30,249	Between 50-100%
8	\$33,610	Between 50-100%
9+	\$40,288	Between 50-100%
2	\$16,581.50	Between 100-130%
3	\$20,250.10	Between 100-130%
4	\$25,962.30	Between 100-130%
5	\$30,696.90	Between 100-130%
6	\$34,687.90	Between 100-130%
7	\$39,323.70	Between 100-130%
8	\$43,693	Between 100-130%
9+	\$52,374.40	Between 100-130%

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
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### Child and family characteristics

2	\$23,596.75	Between 130-185%
3	\$28,817.45	Between 130-185%
4	\$36,946.35	Between 130-185%
5	\$43,684.05	Between 130-185%
6	\$49,363.55	Between 130-185%
7	\$55,960.65	Between 130-185%
8	\$62,178.50	Between 130-185%
9+	\$74,532.80	Between 130-185%
2	\$25,510	At or above 200%
3	\$31,154	At or above 200%
4	\$39,942	At or above 200%
5	\$47,226	At or above 200%
6	\$53,366	At or above 200%
7	\$60,498	At or above 200%
8	\$67,220	At or above 200%
9+	\$80,576	At or above 200%

Spring 2007 and Spring 2008 (based on 2006 poverty thresholds):

If P2HHSIZE = 2 and CINCOME < 6,583.50 , then P2POVRTO = 1 (below 50% of the Poverty Threshold).  
 If P2HHSIZE = 3 and CINCOME < 8,039.50 , then P2POVRTO = 1 (below 50% of the Poverty Threshold).  
 If P2HHSIZE = 4 and CINCOME < 10,307 , then P2POVRTO = 1 (below 50% of the Poverty Threshold).  
 If P2HHSIZE = 5 and CINCOME < 12,191 , then P2POVRTO = 1 (below 50% of the Poverty Threshold).  
 If P2HHSIZE = 6 and CINCOME < 13,780 , then P2POVRTO = 1 (below 50% of the Poverty Threshold).  
 If P2HHSIZE = 7 and CINCOME < 15,602.50 , then P2POVRTO = 1 (below 50% of the Poverty Threshold).  
 If P2HHSIZE = 8 and CINCOME < 17,387 , then P2POVRTO = 1 (below 50% of the Poverty Threshold).  
 If P2HHSIZE > 9 and CINCOME < 20,749.50 , then P2POVRTO = 1 (below 50% of the Poverty Threshold).

If P2HHSIZE = 2 and CINCOME > 6,583.50 and < 13,167 , then P2POVRTO = 2 (between 50% and 100% of the Poverty Threshold).  
 If P2HHSIZE = 3 and CINCOME > 8,039.50 and < 16,079 , then P2POVRTO = 2 (between 50% and 100% of the Poverty Threshold).  
 If P2HHSIZE = 4 and CINCOME > 10,307 and < 20,614 , then P2POVRTO = 2 (between 50% and 100% of the Poverty Threshold).  
 If P2HHSIZE = 5 and CINCOME > 12,191 and < 24,382 , then P2POVRTO = 2 (between 50% and 100% of the Poverty Threshold).  
 If P2HHSIZE = 6 and CINCOME > 13,780 and < 27,560 , then P2POVRTO = 2 (between 50% and 100% of the Poverty Threshold).  
 If P2HHSIZE = 7 and CINCOME > 15,602.50 and < 31,205 , then P2POVRTO = 2 (between 50% and 100% of the Poverty Threshold).  
 If P2HHSIZE = 8 and CINCOME > 17,387 and < 34,774 , then P2POVRTO = 2 (between 50% and 100% of the Poverty Threshold).  
 If P2HHSIZE > 9 and CINCOME > 20,749.50 and < 41,499 , then P2POVRTO = 2 (between 50% and 100% of the Poverty Threshold).

If P2HHSIZE = 2 and CINCOME > 13,167 and < 17,117.10 , then P2POVRTO = 3 (between 100% and 130% of the Poverty Threshold).  
 If P2HHSIZE = 3 and CINCOME > 16,079 and < 20,902.70 , then P2POVRTO = 3 (between 100% and 130% of the Poverty Threshold).  
 If P2HHSIZE = 4 and CINCOME > 20,614 and < 26,798.20 , then P2POVRTO = 3 (between 100% and 130% of the Poverty Threshold).  
 If P2HHSIZE = 5 and CINCOME > 24,382 and < 31,696.60 , then P2POVRTO = 3 (between 100% and 130% of the Poverty Threshold).  
 If P2HHSIZE = 6 and CINCOME > 27,560 and < 35,828 , then P2POVRTO = 3 (between 100% and 130% of the Poverty Threshold).  
 If P2HHSIZE = 7 and CINCOME > 31,205 and < 40,566.50 , then P2POVRTO = 3 (between 100% and 130% of the Poverty Threshold).  
 If P2HHSIZE = 8 and CINCOME > 34,774 and < 45,206.20 , then P2POVRTO = 3 (between 100% and 130% of the Poverty Threshold).  
 If P2HHSIZE > 9 and CINCOME > 41,499 and < 53,948.70 , then P2POVRTO = 3 (between 100% and 130% of the Poverty Threshold).

If P2HHSIZE = 2 and CINCOME > 17,117.10 and < 24,358.95 , then P2POVRTO = 4 (between 130% and 185% of the Poverty Threshold).

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Child and family characteristics</b>		
	<p>If P2HHSIZE = 3 and CINCOME &gt; 20,902.70 and &lt; 29,746.15 , then P2POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p> <p>If P2HHSIZE = 4 and CINCOME &gt; 26,798.20 and &lt; 38,135.90 , then P2POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p> <p>If P2HHSIZE = 5 and CINCOME &gt; 31,696.60 and &lt; 45,106.70 , then P2POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p> <p>If P2HHSIZE = 6 and CINCOME &gt; 35,828 and &lt; 50,986 , then P2POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p> <p>If P2HHSIZE = 7 and CINCOME &gt; 40,566.50 and &lt; 57,729.25 , then P2POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p> <p>If P2HHSIZE = 8 and CINCOME &gt; 45,206.20 and &lt; 64,331.90 , then P2POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p> <p>If P2HHSIZE &gt; 9 and CINCOME &gt; 53,948.70 and &lt; 76,773.15 , then P2POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p>	
	<p>If P2HHSIZE = 2 and CINCOME &gt; 24,358.95 and &lt; 26,334 , then P2POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P2HHSIZE = 3 and CINCOME &gt; 29,746.15 and &lt; 32,158 , then P2POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P2HHSIZE = 4 and CINCOME &gt; 38,135.90 and &lt; 41,228 , then P2POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P2HHSIZE = 5 and CINCOME &gt; 45,106.70 and &lt; 48,764 , then P2POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P2HHSIZE = 6 and CINCOME &gt; 50,986 and &lt; 55,120 , then P2POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P2HHSIZE = 7 and CINCOME &gt; 57,729.25 and &lt; 62,410 , then P2POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P2HHSIZE = 8 and CINCOME &gt; 64,331.90 and &lt; 69,548 , then P2POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P2HHSIZE &gt; 9 and CINCOME &gt; 76,773.15 and &lt; 82,998 , then P2POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p>	
	<p>If P2HHSIZE = 2 and CINCOME &gt; 26,334 , then P2POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P2HHSIZE = 3 and CINCOME &gt; 32,158 , then P2POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P2HHSIZE = 4 and CINCOME &gt; 41,228 , then P2POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P2HHSIZE = 5 and CINCOME &gt; 48,764 , then P2POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P2HHSIZE = 6 and CINCOME &gt; 55,120 , then P2POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P2HHSIZE = 7 and CINCOME &gt; 62,410 , then P2POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P2HHSIZE = 8 and CINCOME &gt; 69,548 , then P2POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P2HHSIZE &gt; 9 and CINCOME &gt; 82,998 , then P2POVRTO = 6 (At or above 200% of the Poverty Threshold).</p>	
	<p>If P2HHSIZE = D, R, or M, then P2POVRTO = M.</p> <p>If P2HHSIZE = "." then P2POVRTO = "."</p>	
	<p>If P3HHSIZE = 2 and CINCOME &lt; 6,583.50 , then P2POVRTO = 1 (below 50% of the Poverty Threshold).</p> <p>If P3HHSIZE = 3 and CINCOME &lt; 8,039.50 , then P2POVRTO = 1 (below 50% of the Poverty Threshold).</p> <p>If P3HHSIZE = 4 and CINCOME &lt; 10,307 , then P2POVRTO = 1 (below 50% of the Poverty Threshold).</p> <p>If P3HHSIZE = 5 and CINCOME &lt; 12,191 , then P2POVRTO = 1 (below 50% of the Poverty Threshold).</p> <p>If P3HHSIZE = 6 and CINCOME &lt; 13,780 , then P2POVRTO = 1 (below 50% of the Poverty Threshold).</p> <p>If P3HHSIZE = 7 and CINCOME &lt; 15,602.50 , then P2POVRTO = 1 (below 50% of the Poverty Threshold).</p> <p>If P3HHSIZE = 8 and CINCOME &lt; 17,387 , then P2POVRTO = 1 (below 50% of the Poverty Threshold).</p> <p>If P3HHSIZE &gt; 9 and CINCOME &lt; 20,749.50 , then P2POVRTO = 1 (below 50% of the Poverty Threshold).</p>	
	<p>If P3HHSIZE = 2 and CINCOME &gt; 6,583.50 and &lt; 13,167 , then P2POVRTO = 2 (between 50% and 100% of the Poverty Threshold).</p> <p>If P3HHSIZE = 3 and CINCOME &gt; 8,039.50 and &lt; 16,079 , then P2POVRTO = 2 (between 50% and 100% of the Poverty Threshold).</p> <p>If P3HHSIZE = 4 and CINCOME &gt; 10,307 and &lt; 20,614 , then P2POVRTO = 2 (between 50% and 100% of the Poverty Threshold).</p> <p>If P3HHSIZE = 5 and CINCOME &gt; 12,191 and &lt; 24,382 , then P2POVRTO = 2 (between 50% and 100% of the Poverty Threshold).</p> <p>If P3HHSIZE = 6 and CINCOME &gt; 13,780 and &lt; 27,560 , then P2POVRTO = 2 (between 50% and 100% of the Poverty Threshold).</p> <p>If P3HHSIZE = 7 and CINCOME &gt; 15,602.50 and &lt; 31,205 , then P2POVRTO = 2 (between 50% and 100% of the Poverty Threshold).</p>	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Child and family characteristics</b>		
	<p>If P3HHSIZE = 8 and CINCOME &gt; 17,387 and &lt; 34,774 , then P2POVRTO = 2 (between 50% and 100% of the Poverty Threshold).</p> <p>If P3HHSIZE &gt; 9 and CINCOME &gt; 20,749.50 and &lt; 41,499 , then P2POVRTO = 2 (between 50% and 100% of the Poverty Threshold).</p> <p>If P3HHSIZE = 2 and CINCOME &gt; 13,167 and &lt; 17,117.10, then P2POVRTO = 3 (between 100% and 130% of the Poverty Threshold).</p> <p>If P3HHSIZE = 3 and CINCOME &gt; 16,079 and &lt; 20,902.70 , then P2POVRTO = 3 (between 100% and 130% of the Poverty Threshold).</p> <p>If P3HHSIZE = 4 and CINCOME &gt; 20,614 and &lt; 26,798.20 , then P2POVRTO = 3 (between 100% and 130% of the Poverty Threshold).</p> <p>If P3HHSIZE = 5 and CINCOME &gt; 24,382 and &lt; 31,696.60 , then P2POVRTO = 3 (between 100% and 130% of the Poverty Threshold).</p> <p>If P3HHSIZE = 6 and CINCOME &gt; 27,560 and &lt; 35,828 , then P2POVRTO = 3 (between 100% and 130% of the Poverty Threshold).</p> <p>If P3HHSIZE = 7 and CINCOME &gt; 31,205 and &lt; 40,566.50, then P2POVRTO = 3 (between 100% and 130% of the Poverty Threshold).</p> <p>If P3HHSIZE = 8 and CINCOME &gt; 34,774 and &lt; 45,206.20 , then P2POVRTO = 3 (between 100% and 130% of the Poverty Threshold).</p> <p>If P3HHSIZE &gt; 9 and CINCOME &gt; 41,499 and &lt; 53,948.70 , then P2POVRTO = 3 (between 100% and 130% of the Poverty Threshold).</p> <p>If P3HHSIZE = 2 and CINCOME &gt; 17,117.10 and &lt; 24,358.95 , then P2POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p> <p>If P3HHSIZE = 3 and CINCOME &gt; 20,902.70 and &lt; 29,746.15 , then P2POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p> <p>If P3HHSIZE = 4 and CINCOME &gt; 26,798.20 and &lt; 38,135.90 , then P2POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p> <p>If P3HHSIZE = 5 and CINCOME &gt; 31,696.60 and &lt; 45,106.70 , then P2POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p> <p>If P3HHSIZE = 6 and CINCOME &gt; 35,828 and &lt; 50,986 , then P2POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p> <p>If P3HHSIZE = 7 and CINCOME &gt; 40,566.50 and &lt; 57,729.25 , then P2POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p> <p>If P3HHSIZE = 8 and CINCOME &gt; 45,206.20 and &lt; 64,331.90 , then P2POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p> <p>If P3HHSIZE &gt; 9 and CINCOME &gt; 53,948.70 and &lt; 76,773.15 , then P2POVRTO = 4 (between 130% and 185% of the Poverty Threshold).</p> <p>If P3HHSIZE = 2 and CINCOME &gt; 24,358.95 and &lt; 26,334, then P2POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P3HHSIZE = 3 and CINCOME &gt; 29,746.15 and &lt; 32,158, then P2POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P3HHSIZE = 4 and CINCOME &gt; 38,135.90 and &lt; 41,228, then P2POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P3HHSIZE = 5 and CINCOME &gt; 45,106.70 and &lt; 48,764, then P2POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P3HHSIZE = 6 and CINCOME &gt; 50,986 and &lt; 55,120, then P2POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P3HHSIZE = 7 and CINCOME &gt; 57,729.25 and &lt; 62,410, then P2POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P3HHSIZE = 8 and CINCOME &gt; 64,331.90 and &lt; 69,548, then P2POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P3HHSIZE &gt; 9 and CINCOME &gt; 76,773.15 and &lt; 82,998, then P2POVRTO = 5 (between 185% and 200% of the Poverty Threshold).</p> <p>If P3HHSIZE = 2 and CINCOME &gt; 26,334 , then P2POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P3HHSIZE = 3 and CINCOME &gt; 32,158 , then P2POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P3HHSIZE = 4 and CINCOME &gt; 41,228 , then P2POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P3HHSIZE = 5 and CINCOME &gt; 48,764 , then P2POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P3HHSIZE = 6 and CINCOME &gt; 55,120 , then P2POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P3HHSIZE = 7 and CINCOME &gt; 62,410 , then P2POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P3HHSIZE = 8 and CINCOME &gt; 69,548 , then P2POVRTO = 6 (At or above 200% of the Poverty Threshold).</p> <p>If P3HHSIZE &gt; 9 and CINCOME &gt; 82,998 , then P2POVRTO = 6 (At or above 200% of the Poverty Threshold).</p>	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType

### Child and family characteristics

If P3HHSIZE = D, R, or M, then P2POVRTO = M.  
 If P3HHSIZE = "." then P2POVRTO = "."

Table 2: Matrix for Calculating Household's Ratio of Income to Poverty Threshold

Household Size	Household Income	Ratio of Income to Poverty
2	\$6,583.50	Less than 50%
3	\$8,039.50	Less than 50%
4	\$10,307	Less than 50%
5	\$12,191	Less than 50%
6	\$13,780	Less than 50%
7	\$15,602.50	Less than 50%
8	\$17,387	Less than 50%
9+	\$20,749.50	Less than 50%
2	\$13,167	Between 50-100%
3	\$16,079	Between 50-100%
4	\$20,614	Between 50-100%
5	\$24,382	Between 50-100%
6	\$27,560	Between 50-100%
7	\$31,205	Between 50-100%
8	\$34,774	Between 50-100%
9+	\$41,499	Between 50-100%
2	\$17,117.10	Between 100-130%
3	\$20,902.70	Between 100-130%
4	\$26,798.20	Between 100-130%
5	\$31,696.60	Between 100-130%
6	\$35,828	Between 100-130%
7	\$40,566.50	Between 100-130%
8	\$45,206.20	Between 100-130%
9+	\$53,948.70	Between 100-130%
2	\$24,358.95	Between 130-185%
3	\$29,746.15	Between 130-185%
4	\$38,135.90	Between 130-185%
5	\$45,106.70	Between 130-185%
6	\$50,986	Between 130-185%
7	\$57,729.25	Between 130-185%
8	\$64,331.90	Between 130-185%
9+	\$76,773.15	Between 130-185%
2	\$26,334	At or above 200%
3	\$32,158	At or above 200%
4	\$41,228	At or above 200%
5	\$48,764	At or above 200%
6	\$55,120	At or above 200%
7	\$62,410	At or above 200%
8	\$69,548	At or above 200%
9+	\$82,998	At or above 200%

Spring 2009 (based on 2008 poverty thresholds):

If P4HHSIZE = 2 and CINCOME < 7,025.50, then P4POVRTO = 1 (below 50% of the Poverty Threshold).  
 If P4HHSIZE = 3 and CINCOME < 8,581.50, then P4POVRTO = 1 (below 50% of the Poverty Threshold).  
 If P4HHSIZE = 4 and CINCOME < 11,012.50, then P4POVRTO = 1 (below 50% of the Poverty Threshold).  
 If P4HHSIZE = 5 and CINCOME < 13,024.50, then P4POVRTO = 1 (below 50% of the Poverty Threshold).  
 If P4HHSIZE = 6 and CINCOME < 14,728, then P4POVRTO = 1 (below 50% of the Poverty Threshold).  
 If P4HHSIZE = 7 and CINCOME < 16,764.50, then P4POVRTO = 1 (below 50% of the Poverty Threshold).  
 If P4HHSIZE = 8 and CINCOME < 18,610, then P4POVRTO = 1 (below 50% of the Poverty Threshold).  
 If P4HHSIZE > 9 and CINCOME < 22,173, then P4POVRTO = 1 (below 50% of the Poverty Threshold).

If P4HHSIZE = 2 and CINCOME > 7,025.50 and < 14,051, then P4POVRTO = 2 (between 50% and 100% of the

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Child and family characteristics</b>		
	Poverty Threshold).	
	If P4HHSIZE = 3 and CINCOME > 8,581.50 and < 17,163, then P4POVRTO = 2 (between 50% and 100% of the Poverty Threshold).	
	If P4HHSIZE = 4 and CINCOME > 11,012.50 and < 22,025, then P4POVRTO = 2 (between 50% and 100% of the Poverty Threshold).	
	If P4HHSIZE = 5 and CINCOME > 13,024.50 and < 26,049, then P4POVRTO = 2 (between 50% and 100% of the Poverty Threshold).	
	If P4HHSIZE = 6 and CINCOME > 14,728 and < 29,456, then P4POVRTO = 2 (between 50% and 100% of the Poverty Threshold).	
	If P4HHSIZE = 7 and CINCOME > 16,764.50 and < 33,529, then P4POVRTO = 2 (between 50% and 100% of the Poverty Threshold).	
	If P4HHSIZE = 8 and CINCOME > 18,610 and < 37,220, then P4POVRTO = 2 (between 50% and 100% of the Poverty Threshold).	
	If P4HHSIZE > 9 and CINCOME > 22,173 and < 44,346, then P4POVRTO = 2 (between 50% and 100% of the Poverty Threshold).	
	If P4HHSIZE = 2 and CINCOME > 14,051 and < 18,266.30, then P4POVRTO = 3 (between 100% and 130% of the Poverty Threshold).	
	If P4HHSIZE = 3 and CINCOME > 17,163 and < 22,311.90, then P4POVRTO = 3 (between 100% and 130% of the Poverty Threshold).	
	If P4HHSIZE = 4 and CINCOME > 22,025 and < 28,632.50, then P4POVRTO = 3 (between 100% and 130% of the Poverty Threshold).	
	If P4HHSIZE = 5 and CINCOME > 26,049 and < 33,863.70, then P4POVRTO = 3 (between 100% and 130% of the Poverty Threshold).	
	If P4HHSIZE = 6 and CINCOME > 29,456 and < 38,292.80, then P4POVRTO = 3 (between 100% and 130% of the Poverty Threshold).	
	If P4HHSIZE = 7 and CINCOME > 33,529 and < 43,587.70, then P4POVRTO = 3 (between 100% and 130% of the Poverty Threshold).	
	If P4HHSIZE = 8 and CINCOME > 37,220 and < 48,386, then P4POVRTO = 3 (between 100% and 130% of the Poverty Threshold).	
	If P4HHSIZE > 9 and CINCOME > 44,346 and < 57,649.80, then P4POVRTO = 3 (between 100% and 130% of the Poverty Threshold).	
	If P4HHSIZE = 2 and CINCOME > 18,266.30 and < 25,994.35, then P4POVRTO = 4 (between 130% and 185% of the Poverty Threshold).	
	If P4HHSIZE = 3 and CINCOME > 22,311.90 and < 31,751.55, then P4POVRTO = 4 (between 130% and 185% of the Poverty Threshold).	
	If P4HHSIZE = 4 and CINCOME > 28,632.50 and < 40,746.25, then P4POVRTO = 4 (between 130% and 185% of the Poverty Threshold).	
	If P4HHSIZE = 5 and CINCOME > 33,863.70 and < 48,190.65, then P4POVRTO = 4 (between 130% and 185% of the Poverty Threshold).	
	If P4HHSIZE = 6 and CINCOME > 38,292.80 and < 54,493.60, then P4POVRTO = 4 (between 130% and 185% of the Poverty Threshold).	
	If P4HHSIZE = 7 and CINCOME > 43,587.70 and < 62,028.65, then P4POVRTO = 4 (between 130% and 185% of the Poverty Threshold).	
	If P4HHSIZE = 8 and CINCOME > 48,386 and < 68,857, then P4POVRTO = 4 (between 130% and 185% of the Poverty Threshold).	
	If P4HHSIZE > 9 and CINCOME > 57,649.80 and < 82,040.10, then P4POVRTO = 4 (between 130% and 185% of the Poverty Threshold).	
	If P4HHSIZE = 2 and CINCOME > 25,994.35 and < 28,102, then P4POVRTO = 5 (between 185% and 200% of the Poverty Threshold).	
	If P4HHSIZE = 3 and CINCOME > 31,751.55 and < 34,326, then P4POVRTO = 5 (between 185% and 200% of the Poverty Threshold).	
	If P4HHSIZE = 4 and CINCOME > 40,746.25 and < 44,050, then P4POVRTO = 5 (between 185% and 200% of the Poverty Threshold).	
	If P4HHSIZE = 5 and CINCOME > 48,190.65 and < 52,098, then P4POVRTO = 5 (between 185% and 200% of the Poverty Threshold).	
	If P4HHSIZE = 6 and CINCOME > 54,493.60 and < 58,912, then P4POVRTO = 5 (between 185% and 200% of the Poverty Threshold).	
	If P4HHSIZE = 7 and CINCOME > 62,028.65 and < 67,058, then P4POVRTO = 5 (between 185% and 200% of the Poverty Threshold).	
	If P4HHSIZE = 8 and CINCOME > 68,857 and < 74,440, then P4POVRTO = 5 (between 185% and 200% of the Poverty Threshold).	
	If P4HHSIZE > 9 and CINCOME > 82,040.10 and < 88,692, then P4POVRTO = 5 (between 185% and 200% of the	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType

### Child and family characteristics

Poverty Threshold).

If P4HHSIZE = 2 and CINCOME > 28,102, then P4POVRTO = 6 (At or above 200% of the Poverty Threshold).  
 If P4HHSIZE = 3 and CINCOME > 34,326, then P4POVRTO = 6 (At or above 200% of the Poverty Threshold).  
 If P4HHSIZE = 4 and CINCOME > 44,050, then P4POVRTO = 6 (At or above 200% of the Poverty Threshold).  
 If P4HHSIZE = 5 and CINCOME > 52,098, then P4POVRTO = 6 (At or above 200% of the Poverty Threshold).  
 If P4HHSIZE = 6 and CINCOME > 58,912, then P4POVRTO = 6 (At or above 200% of the Poverty Threshold).  
 If P4HHSIZE = 7 and CINCOME > 67,058, then P4POVRTO = 6 (At or above 200% of the Poverty Threshold).  
 If P4HHSIZE = 8 and CINCOME > 74,440, then P4POVRTO = 6 (At or above 200% of the Poverty Threshold).  
 If P4HHSIZE > 9 and CINCOME > 88,692, then P4POVRTO = 6 (At or above 200% of the Poverty Threshold).

If P4HHSIZE = D, R, or M, then P4POVRTO = M.  
 If P4HHSIZE = ".", then P4POVRTO = "."

Table 2: Matrix for Calculating Household's Ratio of Income to Poverty Threshold

Household Size	Household Income	Ratio of Income to Poverty
2	\$7,025.50	Below 50%
3	\$8,581.50	Below 50%
4	\$11,012.50	Below 50%
5	\$13,024.50	Below 50%
6	\$14,728.00	Below 50%
7	\$16,764.50	Below 50%
8	\$18,610.00	Below 50%
9+	\$22,173	Below 50%
2	\$14,051	Between 50-100%
3	\$17,163	Between 50-100%
4	\$22,025	Between 50-100%
5	\$26,049	Between 50-100%
6	\$29,456	Between 50-100%
7	\$33,529	Between 50-100%
8	\$37,220	Between 50-100%
9+	\$44,346	Between 50-100%
2	\$18,266.30	Between 100-130%
3	\$22,311.90	Between 100-130%
4	\$28,632.50	Between 100-130%
5	\$33,863.70	Between 100-130%
6	\$38,292.80	Between 100-130%
7	\$43,587.70	Between 100-130%
8	\$48,386	Between 100-130%
9+	\$57,649.80	Between 100-130%
2	\$25,994.35	Between 130-185%
3	\$31,751.55	Between 130-185%
4	\$40,746.25	Between 130-185%
5	\$48,190.65	Between 130-185%
6	\$54,493.60	Between 130-185%
7	\$62,028.65	Between 130-185%
8	\$68,857.00	Between 130-185%
9+	\$82,040.10	Between 130-185%
2	\$28,102	At or above 200%
3	\$34,326	At or above 200%
4	\$44,050	At or above 200%
5	\$52,098	At or above 200%
6	\$58,912	At or above 200%
7	\$67,058	At or above 200%
8	\$74,440	At or above 200%
9+	\$88,692	At or above 200%

In fall 2006, spring 2007, and spring 2008, where the PnINCOME composite could not be constructed in due to out of range or missing values, values for CINCOME were imputed. Imputed values for the affected cases were used in

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Child and family characteristics</b>		
constructing the Ratio of Income to Poverty Threshold variable (PnPOVRTO). Values were not imputed in spring 2009.		

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Child and family characteristics</b>				
<b>PnPOVRTY</b>	<b>Poverty Status</b>			Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2006	<input checked="" type="checkbox"/> Spring 2007	<input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	This variable is a poverty indicator for the household. It indicates whether the household is below the poverty threshold or at or above the poverty threshold.			
<b>Specification:</b>	Fall 2006 (based on 2005 poverty thresholds):			
	If P1HHSIZE = 2 and CINCOME < 12,755, then P1POVRTY = 1 (Below Poverty Threshold). If P1HHSIZE = 2 and CINCOME > 12,755, then P1POVRTY = 0 (At or Above Poverty Threshold). If P1HHSIZE = 3 and CINCOME < 15,577, then P1POVRTY = 1 (Below Poverty Threshold). If P1HHSIZE = 3 and CINCOME > 15,577, then P1POVRTY = 0 (At or Above Poverty Threshold). If P1HHSIZE = 4 and CINCOME < 19,971, then P1POVRTY = 1 (Below Poverty Threshold). If P1HHSIZE = 4 and CINCOME > 19,971, then P1POVRTY = 0 (At or Above Poverty Threshold). If P1HHSIZE = 5 and CINCOME < 23,613, then P1POVRTY = 1 (Below Poverty Threshold). If P1HHSIZE = 5 and CINCOME > 23,613, then P1POVRTY = 0 (At or Above Poverty Threshold). If P1HHSIZE = 6 and CINCOME < 26,683, then P1POVRTY = 1 (Below Poverty Threshold). If P1HHSIZE = 6 and CINCOME > 26,683, then P1POVRTY = 0 (At or Above Poverty Threshold). If P1HHSIZE = 7 and CINCOME < 30,249, then P1POVRTY = 1 (Below Poverty Threshold). If P1HHSIZE = 7 and CINCOME > 30,249, then P1POVRTY = 0 (At or Above Poverty Threshold). If P1HHSIZE = 8 and CINCOME < 33,610, then P1POVRTY = 1 (Below Poverty Threshold). If P1HHSIZE = 8 and CINCOME > 33,610, then P1POVRTY = 0 (At or Above Poverty Threshold). If P1HHSIZE > 9 and CINCOME < 40,288, then P1POVRTY = 1 (Below Poverty Threshold). If P1HHSIZE > 9 and CINCOME > 40,288, then P1POVRTY = 0 (At or Above Poverty Threshold). If P1HHSIZE = D, R, or M, then P1POVRTY = M. If P1HHSIZE = "." then P1POVRTY = "."			
	Spring 2007 and Spring 2008 (based on 2006 poverty thresholds):			
	If P2HHSIZE = 2 and CINCOME < 13,167, then P2POVRTY = 1 (Below Poverty Threshold). If P2HHSIZE = 2 and CINCOME > 13,167, then P2POVRTY = 0 (At or Above Poverty Threshold). If P2HHSIZE = 3 and CINCOME < 16,079, then P2POVRTY = 1 (Below Poverty Threshold). If P2HHSIZE = 3 and CINCOME > 16,079, then P2POVRTY = 0 (At or Above Poverty Threshold). If P2HHSIZE = 4 and CINCOME < 20,614, then P2POVRTY = 1 (Below Poverty Threshold). If P2HHSIZE = 4 and CINCOME > 20,614, then P2POVRTY = 0 (At or Above Poverty Threshold). If P2HHSIZE = 5 and CINCOME < 24,382, then P2POVRTY = 1 (Below Poverty Threshold). If P2HHSIZE = 5 and CINCOME > 24,382, then P2POVRTY = 0 (At or Above Poverty Threshold). If P2HHSIZE = 6 and CINCOME < 27,560, then P2POVRTY = 1 (Below Poverty Threshold). If P2HHSIZE = 6 and CINCOME > 27,560, then P2POVRTY = 0 (At or Above Poverty Threshold). If P2HHSIZE = 7 and CINCOME < 31,205, then P2POVRTY = 1 (Below Poverty Threshold). If P2HHSIZE = 7 and CINCOME > 31,205, then P2POVRTY = 0 (At or Above Poverty Threshold). If P2HHSIZE = 8 and CINCOME < 34,774, then P2POVRTY = 1 (Below Poverty Threshold). If P2HHSIZE = 8 and CINCOME > 34,774, then P2POVRTY = 0 (At or Above Poverty Threshold). If P2HHSIZE > 9 and CINCOME < 41,499, then P2POVRTY = 1 (Below Poverty Threshold). If P2HHSIZE > 9 and CINCOME > 41,499, then P2POVRTY = 0 (At or Above Poverty Threshold).  If P2HHSIZE = D, R, or M, then P2POVRTY = M. If P2HHSIZE = "." then P2POVRTY = "."			
	If P3HHSIZE = 2 and CINCOME < 13,167, then P3POVRTY = 1 (Below Poverty Threshold). If P3HHSIZE = 2 and CINCOME > 13,167, then P3POVRTY = 0 (At or Above Poverty Threshold). If P3HHSIZE = 3 and CINCOME < 16,079, then P3POVRTY = 1 (Below Poverty Threshold). If P3HHSIZE = 3 and CINCOME > 16,079, then P3POVRTY = 0 (At or Above Poverty Threshold). If P3HHSIZE = 4 and CINCOME < 20,614, then P3POVRTY = 1 (Below Poverty Threshold). If P3HHSIZE = 4 and CINCOME > 20,614, then P3POVRTY = 0 (At or Above Poverty Threshold). If P3HHSIZE = 5 and CINCOME < 24,382, then P3POVRTY = 1 (Below Poverty Threshold). If P3HHSIZE = 5 and CINCOME > 24,382, then P3POVRTY = 0 (At or Above Poverty Threshold). If P3HHSIZE = 6 and CINCOME < 27,560, then P3POVRTY = 1 (Below Poverty Threshold). If P3HHSIZE = 6 and CINCOME > 27,560, then P3POVRTY = 0 (At or Above Poverty Threshold). If P3HHSIZE = 7 and CINCOME < 31,205, then P3POVRTY = 1 (Below Poverty Threshold). If P3HHSIZE = 7 and CINCOME > 31,205, then P3POVRTY = 0 (At or Above Poverty Threshold). If P3HHSIZE = 8 and CINCOME < 34,774, then P3POVRTY = 1 (Below Poverty Threshold). If P3HHSIZE = 8 and CINCOME > 34,774, then P3POVRTY = 0 (At or Above Poverty Threshold). If P3HHSIZE > 9 and CINCOME < 41,499, then P3POVRTY = 1 (Below Poverty Threshold). If P3HHSIZE > 9 and CINCOME > 41,499, then P3POVRTY = 0 (At or Above Poverty Threshold).			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Child and family characteristics</b>		
	<p>If P3HHSIZE = D, R, or M, then P3POVRTY = M.            If P3HHSIZE = "." then P3POVRTY = "."</p> <p>Spring 2009 (based on 2008 poverty thresholds):</p> <p>If P4HHSIZE = 2 and CINCOME &lt; 14,051, then P4POVRTY = 1 (Below Poverty Threshold).            If P4HHSIZE = 2 and CINCOME &gt; 14,051, then P4POVRTY = 0 (At or Above Poverty Threshold).            If P4HHSIZE = 3 and CINCOME &lt; 17,163, then P4POVRTY = 1 (Below Poverty Threshold).            If P4HHSIZE = 3 and CINCOME &gt; 17,163, then P4POVRTY = 0 (At or Above Poverty Threshold).            If P4HHSIZE = 4 and CINCOME &lt; 22,025, then P4POVRTY = 1 (Below Poverty Threshold).            If P4HHSIZE = 4 and CINCOME &gt; 22,025, then P4POVRTY = 0 (At or Above Poverty Threshold).            If P4HHSIZE = 5 and CINCOME &lt; 26,049, then P4POVRTY = 1 (Below Poverty Threshold).            If P4HHSIZE = 5 and CINCOME &gt; 26,049, then P4POVRTY = 0 (At or Above Poverty Threshold).            If P4HHSIZE = 6 and CINCOME &lt; 29,456, then P4POVRTY = 1 (Below Poverty Threshold).            If P4HHSIZE = 6 and CINCOME &gt; 29,456, then P4POVRTY = 0 (At or Above Poverty Threshold).            If P4HHSIZE = 7 and CINCOME &lt; 33,529, then P4POVRTY = 1 (Below Poverty Threshold).            If P4HHSIZE = 7 and CINCOME &gt; 33,529, then P4POVRTY = 0 (At or Above Poverty Threshold).            If P4HHSIZE = 8 and CINCOME &lt; 37,220, then P4POVRTY = 1 (Below Poverty Threshold).            If P4HHSIZE = 8 and CINCOME &gt; 37,220, then P4POVRTY = 0 (At or Above Poverty Threshold).            If P4HHSIZE &gt; 9 and CINCOME &lt; 44,346, then P4POVRTY = 1 (Below Poverty Threshold).            If P4HHSIZE &gt; 9 and CINCOME &gt; 44,346, then P4POVRTY = 0 (At or Above Poverty Threshold).</p> <p>If P4HHSIZE = D, R, or M, then P4POVRTY = M.            If P4HHSIZE = "." then P4POVRTY = "."</p> <p>In fall 2006, spring 2007, and spring 2008, where the PnINCOME composite could not be constructed due to out of range or missing values, values for CINCOME were imputed. Imputed values for the affected cases were used in constructing the Poverty Status variable (PnPOVRTY). Values were not imputed for spring 2009.</p>	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Parent processes and parenting</b>				
<b>PnAnyCCr</b>	<b>Any child care before or after Head Start</b>			Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2006	<input checked="" type="checkbox"/> Spring 2007	<input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	Any child care before or after Head Start			
<b>Specification:</b>	Create using items PnN1, PnN6, and PnN13 from the parent interview.			
	if PnN1=0 and PnN6=0 and PnN13=0 then PnAnyCCr = 0; if PnN1=1 or PnN6=1 or PnN13=1 then PnAnyCCr = 1; else if PnN1=missing or PnN6= missing or PnN13= missing then PnAnyCCr = .M;			
<b>PnERReg</b>	<b>Goes to emergency room for routine medical care</b>			Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2006	<input checked="" type="checkbox"/> Spring 2007	<input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	Child goes to emergency room for routine medical care, like well-child care or regular check-ups.			
<b>Specification:</b>	Create a variable PnERReg using items PnP05 and PnP05Oth from the parent interview.			
	If PnP05=3 then PnERReg =1; Else if PnP05=1, 2, 4, 5, 6, or 7 then PnERReg =0; If PnP05=missing then PnERReg =.M;			
<b>PnHmCare</b>	<b>Any child care from relative or in private home</b>			Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2006	<input checked="" type="checkbox"/> Spring 2007	<input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	Child receives care from a relative or anyone else in a private home on a regular basis in the morning before or in the afternoon after Head Start.			
<b>Specification:</b>	Create PnHmCare using items PnN06 and PnN13 from the parent interview.			
	If PnN06=1 or PnN13=1 then PnHmCare=1; If PnN06=0 and PnN13=0 then PnHmCare=0; If PnN06=missing or PnN13=missing then PnHmCare=.M;			
<b>PnHrWkCC</b>	<b>Number of hours per week in child care</b>			Continuous
		<input checked="" type="checkbox"/> Fall 2006	<input checked="" type="checkbox"/> Spring 2007	<input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	Number of hours per week in child care			
<b>Specification:</b>	Create using items PnN01, PnN04, PnN06, PnN11, PnN13, PnN18, and PnN21 from the parent interview.			
	If more than one of PnN1, PnN6, and PnN13 = 1 then PnHrWkCC=PnN21 else if PnN1=1 then PnHrWkCC=PnN4 else if PnN6=1 then PnHrWkCC=PnN11 else if PnN13=1 then PnHrWkCC=PnN18 else if PnN1, PnN6, and PnN13 all = 0 then PnHrWkCC=.N (no child care) else if PnN1 or PnN6 or PnN13 = missing then PnHrWkCC = .M;			
<b>PnHrWkK</b>	<b>Number of hours per week in kindergarten</b>			Continuous
		<input type="checkbox"/> Fall 2006	<input type="checkbox"/> Spring 2007	<input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	Number of hours per week in kindergarten			
<b>Specification:</b>	Create using items PnCC02 and PnCC03 from the parent interview.			
	If PnCC02 and PnCC03 both >= 0 then PnHrWkK = PnCC02 * PnCC03 else if PnCC02 or PnCC03 = missing then PnHrWkK = .M;			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Parent processes and parenting</b>				
<b>PnInjury</b>	<b>Any injury in past year</b>			Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2006	<input checked="" type="checkbox"/> Spring 2007	<input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	Child saw a doctor or other medical professional or visited a clinic or emergency room for an injury in the 12 months prior to the parent interview.			
<b>Specification:</b>	Create PnInjury using item PnP10 from the parent interview.			
	If PnP10 > 0 then PnInjury =1; If PnP10 = 0 then PnInjury =0; If PnP10=missing then PnInjury =.M;			
<b>PnInsurC</b>	<b>Any health insurance for child</b>			Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2006	<input checked="" type="checkbox"/> Spring 2007	<input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	Child has health insurance or health care coverage.			
<b>Specification:</b>	Create PnInsurC using items PnP09a through PnP09f from the parent interview.			
	If any of PnP09a through PnP09f =1 then PnInsurC =1; If all of PnP09a through PnP09f =0 or missing, then PnInsurC =0; If any two of PnP09a through PnP09f =missing then PnInsurC =.M;			
<b>PnInsurR</b>	<b>Any health insurance for respondent</b>			Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2006	<input checked="" type="checkbox"/> Spring 2007	<input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	Parent interview respondent has health insurance or health care coverage.			
<b>Specification:</b>	Create PnInsurR using items PnQ02a through PnQ02e from the parent interview.			
	If any of PnQ02a through PnQ02e =1 then PnInsurR =1; If all of PnQ02a through PnQ02e =0 or missing, then PnInsurR =0; If any two of PnQ02a through PnQ02e =missing then PnInsurR =.M;			
<b>PnLastDn</b>	<b>Last regular dentist checkup less than one year ago</b>			Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2006	<input checked="" type="checkbox"/> Spring 2007	<input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	Child saw a dentist for a regular checkup less than one year prior to parent interview.			
<b>Specification:</b>	Create PnLastDn using item PnP08 from the parent interview.			
	If PnP08=1 or 2 then PnLastDn =1; If PnP08 > 2 then PnLastDn =0; If PnP08=missing then PnLastDn =.M;			
<b>PnLastDr</b>	<b>Last regular doctor checkup less than one year ago</b>			Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2006	<input checked="" type="checkbox"/> Spring 2007	<input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	Child saw a doctor for a regular checkup less than one year prior to parent interview.			
<b>Specification:</b>	Create PnLastDr using item PnP07 from the parent interview.			
	If PnP07=1 or 2 then PnLastDr =1; If PnP07 > 2 then PnLastDr =0; If PnP07=missing then PnLastDr =.M;			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label Measure	ScoreType	Data Type
<b>Parent processes and parenting</b>			
<b>PnLowWgt</b>	<b>Low birth weight (P1 or first completed interview)</b>		Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2006	<input type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	Child weighed less than 5 pounds 8 ounces at birth (using data from the first parent interview completed for the case).		
<b>Specification:</b>	Set PnLowWgt equal to either P1LowWgt, P2LowWgt, or P3LowWgt, from the parent interview wave identified in Pn_First. If there was no parent interview completed (Pn_First=.M), set PnLowWgt equal to .M.  Create PnLowWgt (n=1, 2, 3) using items PnP02Pounds, PnP02Ounces, PnP02Kilograms, and PnP03 from the parent interview.  If PnP02Pounds < 5 or (PnP02Pounds=5 and PnP02Ounces < 8) or PnP02Kilograms < 2.5 or PnP03=2 or 3 then PnLowWgt =1; If PnP02Pounds > 5 or (PnP02Pounds=5 and PnP02Ounces >= 8) or PnP02Kilograms >= 2.5 or PnP03=1 then PnLowWgt =0; If PnP02Pounds and PnP02Ounces and PnP02Kilograms and PnP03=missing then PnLowWgt =.M;		
<b>PnMilk</b>	<b>Drinks milk at least twice a day</b>		Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2006	<input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	Child drank milk at least twice a day during the week before the parent interview.		
<b>Specification:</b>	Create PnMilk using item PnH02 from the parent interview.  If PnH02 = 1 or 2 then PnMilk=1; If PnH02 > 2 then PnMilk=0; If PnH02 = missing then PnMilk=.M;		
<b>PnModSnk</b>	<b>Ate salty snacks less than once a day</b>		Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2006	<input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	Child ate potato chips, corn chips such as Fritos or Doritos, Cheetos, pretzels, popcorn, crackers or other salty snack foods less than once a day during the week before the parent interview.		
<b>Specification:</b>	Create a variable PnModSnk using item PnH07 from the parent interview.  If PnH07 >= 4 then PnModSnk =1; If PnH07 between 1 and 3 then PnModSnk =0; If PnH07 = missing then PnModSnk =.M;		
<b>PnModSwt</b>	<b>Ate sweets less than once a day</b>		Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2006	<input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	Child ate candy, ice cream, cookies, cakes, brownies, or other sweets less than once a day during the week before the parent interview.		
<b>Specification:</b>	Create PnModSwt using item PnH06 from the parent interview.  If PnH06 >= 4 then PnModSwt =1; If PnH06 between 1 and 3 then PnModSwt =0; If PnH06 = missing then PnModSwt =.M;		
<b>PnNHomes</b>	<b>Number of home or relative child care arrangements</b>		Continuous
		<input checked="" type="checkbox"/> Fall 2006	<input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	Number of different relative or other home care arrangements used for child a on a regular basis in the morning before or in the afternoon after Head Start.		
<b>Specification:</b>	Create PnNHomes using items PnN06, PnN07, PnN13 and PnN14 from the parent interview.  If PnN06=0 and PnN13=0 then PnNHomes=0; Else PnNHomes=sum(PnN07, PnN14); If (PnN06=missing and PnN13=missing) or (PnN07=.D and .R or PnN14 =.D or .R ) then PnNHomes=.M;		

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Parent processes and parenting</b>		
<b>PnNoFstF</b>	<b>Ate no fast food in past week</b>	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	Child ate no meals or snacks from a fast food restaurant with no wait service during the week before the parent interview.	
<b>Specification:</b>	Create PnNoFstF using item PnH05 from the parent interview.	
	If PnH05 = 6 then PnNoFstF =1; If PnH05 = between 1 and 5 then PnNoFstF =0; If PnH05 = missing then PnNoFstF =.M;	
<b>PnNoScrn</b>	<b>Plays inside without screens</b>	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Child spent time reading, being read to, or playing inside with toys on the last day before the parent interview that they followed their regular routine.	
<b>Specification:</b>	Create PnNoScrn using items PnE03d and PnE03f from the parent interview.	
	If PnE03d or PnE03f = 1 then PnNoScrn=1. If PnE03d and PnE03f both = 0 then PnNoScrn=0. If either PnE03d or PnE03f is missing, then PnNoScrn=.M.	
<b>PnNoSoda</b>	<b>Drank no soda or other non-100% juice drinks in past week</b>	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	Child drank no soda, sports drinks, or fruit drinks that are not 100% fruit juice during the week before the parent interview.	
<b>Specification:</b>	Create PnNoSoda using item PnH04 from the parent interview.	
	If PnH04 = 6 then PnNoSoda =1; If PnH04 = between 1 and 5 then PnNoSoda =0; If PnH04 = missing then PnNoSoda =.M;	
<b>PnNumCC</b>	<b>Total number of child care arrangements</b>	Continuous
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	Total number of child care arrangements	
<b>Specification:</b>	Create using items PnN2, PnN7, and PnN14 from the parent interview.	
	treating .S's in PnN2 as 0's when PnN1=0, .S's in PnN7 as 0's when PnN6=0, and .S's in PnN14 as 0's when PnN13=0: PnNumCC = sum (PnN2, PnN7, PnN14); If any of PnN2, PnN7, or PnN14 are missing, then PnNumCC=.M;	
<b>PnNumTCC</b>	<b>Number of types of child care arrangements</b>	Continuous
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	Number of types of child care arrangements	
<b>Specification:</b>	Create using items PnN1, PnN6, and PnN13 from the parent interview.	
	PnNumTCC = sum (PnN1, PnN6, PnN13); If any of PnN1, PnN6, or PnN13 are missing, then PnNumTCC=.M;	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label Measure	ScoreType	Data Type
<b>Parent processes and parenting</b>			
<b>PnPmoAct</b>	<b>Number of outside activities in past month</b>		Continuous
			<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	Number of outside activities someone in the family did with the child in the month before the parent interview.		
<b>Specification:</b>	Create PnPMOACT using items D4a through D4k from the parent interview.		
	$\text{PnPMOACT} = \text{sum}(\text{PnD04a}, \text{PnD04b}, \dots, \text{PnD04k}).$ If one of PnD04a through PnD04k are missing, then $\text{PnPMOACT} = (11/10) * \text{sum}(\text{PnD04a}, \text{PnD04b}, \dots, \text{PnD04k}).$ If two of PnD04a through PnD04k are missing, then $\text{PnPMOACT} = (11/9) * \text{sum}(\text{PnD04a}, \text{PnD04b}, \dots, \text{PnD04k}).$ If three or more of PnD04a through PnD04k are missing, then $\text{PnPMOACT} = .M.$		
<b>PnPwkAct</b>	<b>Number of parent-child activities in past week</b>		Continuous
			<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	Number of parent-child activities someone in the family did with the child in the week before the parent interview.		
<b>Specification:</b>	Create PnPWKACT using items D3a through D3k from the parent interview.		
	$\text{PnPWKACT} = \text{sum}(\text{PnD03a}, \text{PnD03b}, \dots, \text{PnD03k}).$ If one of PnD03a through PnD03k are missing, then $\text{PnPWKACT} = (11/10) * \text{sum}(\text{PnD03a}, \text{PnD03b}, \dots, \text{PnD03k}).$ If two of PnD03a through PnD03k are missing, then $\text{PnPWKACT} = (11/9) * \text{sum}(\text{PnD03a}, \text{PnD03b}, \dots, \text{PnD03k}).$ If three or more of PnD03a through PnD03k are missing, then $\text{PnPWKACT} = .M.$		
<b>PnReads</b>	<b>Read to child 3+ times in past week</b>		Binary (0/1)
			<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	Someone in the family read to the child three or more times in the week before the parent interview.		
<b>Specification:</b>	Create PnREADS using item D1 from the parent interview.		
	If PnD01 = 3 or 4, then $\text{PnREADS} = 1.$ If PnD01 = 1 or 2, then $\text{PnREADS} = 0.$ If PnD01 = .D, .R, or .M, then $\text{PnREADS} = .M.$		
<b>PnRegBed</b>	<b>Regular bedtime, at least 4 weekdays last week</b>		Binary (0/1)
			<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	Child was put to bed at regular bedtime, at least 4 weekdays during the week prior to the parent interview.		
<b>Specification:</b>	Create PnRegBed using items PnH08 and PnH09 from the parent interview.		
	If PnH08 = 98 then $\text{PnRegBed} = 0;$ Else if PnH09 between 0 and 3 then $\text{PnRegBed} = 0;$ Else if PnH09 $\geq 4$ then $\text{PnRegBed} = 1;$ If PnH08 = missing or PnH09 = .D or .R then $\text{PnRegBed} = .M;$		
<b>PnScreen</b>	<b>Plays inside with screens</b>		Binary (0/1)
			<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	Child spent time watching TV, a video, or DVD; playing video or computer games; or using a computer in some other way on the last day before the parent interview that they followed their regular routine.		
<b>Specification:</b>	Create PnScreens using items PnE03a, PnE03b, PnE03e, PnE03g, and PnE03h from the parent interview.		
	If PnE03a or PnE03b or PnE03e or PnE03g or PnE03h = 1 then $\text{PnScreen} = 1.$ If PnE03a, PnE03b, PnE03e, PnE03g, and PnE03h all = 0 or missing, then $\text{PnScreen} = 0.$		

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label Measure	ScoreType	Data Type
<b>Parent processes and parenting</b>			
<b>PnSlpTm</b>	<b>Regular hours of sleep at night</b>		Continuous
			<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	Regular hours of sleep at night, computed as the amount of time between the child's regular bedtime and the time the child usually wakes up on a weekday.		
<b>Specification:</b>	Create PnSlpTm using items PnH08 and PnH10 from the parent interview.		
	PnSlpTm = difference in times between PnH08 and PnH10; CALCULATE CAREFULLY; INPUT DATA ARE TIME OF DAY. If PnH08 or PnH10 = missing then PnSlpTm = .M;		
<b>PnSTRtoK</b>	<b>Ratio of students to teachers in child's classroom</b>		Continuous
			<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	Ratio of students to teachers in child's classroom		
<b>Specification:</b>	Create using items PnCC09 and PnCC10 from the parent interview.		
	PnSTRtoK = PnCC09 / PnCC10 if PnCC09 or PnCC10 = missing then PnSTRtoK = .M;		
<b>PnTimeTV</b>	<b>Time spent watching TV</b>		Categorical (integer)
			<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	Amount of time child spends watching TV on a typical weekday.		
<b>Specification:</b>	Create PnTimeTV using items PnE03a and PnE04a from the parent interview.		
	If PnE03a=0 then PnTimeTV=0. if PnE04a=3 then PnTimeTV =0.5. if PnE04a=2 then PnTimeTV =1.5. if PnE04a=1 then PnTimeTV =2.5. If PnE03a=missing or PnE04a=.D or .R, then PnTimeTV=.M.		
<b>PnTimeVd</b>	<b>Time spent watching video/DVDs</b>		Categorical (integer)
			<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	Amount of time child spends watching video/DVDs on a typical weekday.		
<b>Specification:</b>	Create using items PnE03b and PnE04b from the parent interview.		
	If PnE03b=0 then PnTimeVd=0. if PnE04b=3 then PnTimeVd =0.5. if PnE04b=2 then PnTimeVd =1.5. if PnE04b=1 then PnTimeVd =2.5. If PnE03b=missing or PnE04b=.D or .R, then PnTimeVd=.M.		
<b>PnTmCmGm</b>	<b>Time spent playing computer games</b>		Categorical (integer)
			<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	Amount of time child spends playing computer games on a typical weekday.		
<b>Specification:</b>	Create using items PnE03g and PnE04g from the parent interview.		
	If PnE03g=0 then PnTmCmGm=0. if PnE04g=3 then PnTmCmGm=0.5. if PnE04g=2 then PnTmCmGm=1.5. if PnE04g=1 then PnTmCmGm=2.5. If PnE03g=missing or PnE04g=.D or .R, then PnTmCmGm=.M.		

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Parent processes and parenting</b>		
<b>PnTmComp</b>	<b>Time spent using computer other than games</b>	Categorical (integer)
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Amount of time child spends using computer other than games on a typical weekday.	
<b>Specification:</b>	Create using items PnE03h and PnE04h from the parent interview.	
	If PnE03h=0 then PnTmComp=0. if PnE04h=3 then PnTmComp=0.5. if PnE04h=2 then PnTmComp=1.5. if PnE04h=1 then PnTmComp=2.5. If PnE03h=missing or PnE04h=.D or .R, then PnTmComp=.M.	
<b>PnTmNoSc</b>	<b>Time spent playing inside with toys</b>	Categorical (integer)
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Amount of time child spends playing inside with toys on a typical weekday.	
<b>Specification:</b>	Create PnTmNoSc using items PnE03f and PnE04f from the parent interview.	
	If PnE03f=0 then PnTm NoSc=0. if PnE04f=3 then PnTm NoSc =0.5. if PnE04f=2 then PnTm NoSc =1.5. if PnE04f=1 then PnTm NoSc =2.5. If PnE03f=missing or PnE04f=.D or .R, then PnTm NoSc=.M.	
<b>PnTmOtsd</b>	<b>Time spent playing outside</b>	Categorical (integer)
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Amount of time child spends playing outside on a typical weekday.	
<b>Specification:</b>	Create PnTmOtsd using items PnE03c and PnE04c from the parent interview.	
	If PnE03c=0 then PnTmOtsd=0. if PnE04c=3 then PnTmOtsd =0.5. if PnE04c=2 then PnTmOtsd =1.5. if PnE04c=1 then PnTmOtsd =2.5. If PnE03c=missing or PnE04c=.D or .R, then PnTmOtsd=.M.	
<b>PnTmRead</b>	<b>Time spent reading/being read to</b>	Categorical (integer)
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Amount of time child spends reading or being read to on a typical weekday.	
<b>Specification:</b>	Create PnTmRead using items P1E03d and P1E04d from the parent interview.	
	If P1E03d=0 then P1TmRead=0. if P1E04d=3 then P1TmRead =0.5. if P1E04d=2 then P1TmRead =1.5. if P1E04d=1 then P1TmRead =2.5. If P1E03d=missing or P1E04d=.D or .R, then P1TmRead=.M.	
<b>PnTmVdGm</b>	<b>Time spent playing video games</b>	Categorical (integer)
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Amount of time child spends playing video games on a typical weekday.	
<b>Specification:</b>	Create using items PnE03e and PnE04e from the parent interview.	
	If PnE03e=0 then PnTmVdGm=0. if PnE04e=3 then PnTmVdGm=0.5. if PnE04e=2 then PnTmVdGm=1.5. if PnE04e=1 then PnTmVdGm=2.5. If PnE03e=missing or PnE04e=.D or .R, then PnTmVdGm=.M.	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Parent processes and parenting</b>		
<b>PnTypeCC</b>	<b>Primary type of child care</b>	Categorical (integer)
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	Type of child care in which child spends the most time each week	
<b>Specification:</b>	Create using items PnN1, PnN6, PnN13, PnN9, PnN15, PnN4, PnN11, and PnN18 from the parent interview.	
	if PnN1=0 and PnN6=0 and PnN13=0 then PnTypeCC = 0; if PnN1=1 and PnN6=0 and PnN13=0 then PnTypeCC = 5; if PnN1=0 and PnN6=1 and PnN9=1 and PnN13=0 then PnTypeCC = 1; if PnN1=0 and PnN6=1 and PnN9=2 and PnN13=0 then PnTypeCC = 2; if PnN1=0 and PnN6=1 and PnN9=3 and PnN13=0 then PnTypeCC = 1.5; if PnN1=0 and PnN6=0 and PnN13=1 and PnN15=1 then PnTypeCC = 3; if PnN1=0 and PnN6=0 and PnN13=1 and PnN15=2 then PnTypeCC = 4; if PnN1=0 and PnN6=0 and PnN13=1 and PnN15=3 then PnTypeCC = 3.5; if PnNumTCC > 1 then do; if PnN4 > PnN11 and PnN4 > PnN18 then PnTypeCC = 5; if PnN11 > PnN4 and PnN11 > PnN18 then do; if PnN9=1 then PnTypeCC = 1; if PnN9=2 then PnTypeCC = 2; if PnN9=3 then PnTypeCC = 1.5; end; if PnN18 > PnN4 and PnN18 > PnN11 then do; if PnN15=1 then PnTypeCC = 3; if PnN15=2 then PnTypeCC = 4; if PnN15=3 then PnTypeCC = 3.5; end; if PnN18 <= PnN4 = PnN11 >0 or PnN11 <= PnN4 = PnN18 >0 or PnN04 <= PnN11 = PnN18 >0 then PnTypeCC = 6; end; If any of PnN1, PnN6, or PnN13 are missing, then PnNumTCC=.M;	
<b>PnWCCFee</b>	<b>Weekly amount paid for child care</b>	Continuous
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	Dollar amount family pays for care for the child each week.	
<b>Specification:</b>	Create PnWCCFee using items PnN24amt, PnN24per, PnN20, and PnN21 from the parent interview	
	If PnN22=missing or PnN24per=missing or PnN24amt or (PnN24per=1 and PnN21=missing) or (PnN24per=2 and PnN20=missing) then PnWCCFee=.M; If PnN22=0 then PnWCCFee=0; If PnN24amt=0 then PnWCCFee=0; If PnN24per=1 then PnWCCFee=PnN24amt*PnHrWkCC; If PnN24per=2 then do; If more than one of PnN1, PnN6, and PnN13 = 1 then PnWCCFee=PnN24amt*PnN20; else if PnN1=1 then PnWCCFee=PnN24amt*PnN3; else if PnN6=1 then PnWCCFee=PnN24amt*PnN10; else if PnN13=1 then PnWCCFee=PnN24amt*PnN17; end;  If PnN24per=3 then PnWCCFee=PnN24amt; If PnN24per=4 then PnWCCFee=PnN24amt/2; If PnN24per=5 then PnWCCFee=PnN24amt/(52/12); If PnN24per=6 then PnWCCFee=PnN24amt/52; If PnN24per=7 then PnWCCFee=.M;	
<b>PnDepCat</b>	<b>Parent's Depression Score, CES-D Short Form, Categories</b>	Categorical (integer)
	CES-D-SF <input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	Categorical version of parent interview respondent's depression score, based on CES-D Short Form	
<b>Specification:</b>	Create a categorical variable for the depression scores, PnDEPCAT If PnDEPSCO = 0 to 4, then PnDEPCAT = 1, labeled "not depressed" If PnDEPSCO = 5 to 9, then PnDEPCAT = 2, labeled, "mildly depressed." If PnDEPSCO = 10-14, then PnDEPCAT = 3, labeled, "moderately depressed." If PnDEPSCO = 15 +, then PnDEPCAT = 4, labeled "severely depressed." If PnDEPSCO = missing, then PnDEPCAT = missing.	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Parent processes and parenting</b>		
<b>PnDepSco</b>	<b>Parent's Depression Score, CES-D Short Form</b>	Continuous
	CES-D-SF	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009
<b>Description:</b>	Parent interview respondent's depression score, based on CES-D Short Form	
<b>Specification:</b>	Recode items PnU01a through PnU01L from the parent interview so that 1=0, 2=1, 3=2, and 4=3.  Sum the recoded items to create a continuous variable, PnDEPSCO. Scores should range from 0 to 36. If one of PnU01a through PnU01L is missing, set PnDEPSCO to (12/11)* the sum of the recoded items. If two items are missing, set PnDEPSCO to (12/10)* the sum of the recoded items. If 3 or more items are missing, set PnDEPSCO to missing.	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label Measure	ScoreType	Data Type
<b>Parent processes and parenting</b>			
<b>PnAlcPrb</b>	<b>R/Household member/alcohol prob w/fam,frnds,police,job</b>		Binary (0/1)
			<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	Household member got in trouble with family, friends, or police, or missed work or school due to alcohol in the last 12 months		
<b>Specification:</b>	Create using items PnQ15a1, PnQ15b1, and PnQ15c1 from the parent interview.  If (PnQ15a1= 2, 3, 4, or 5) or (PnQ15b1= 2, 3, 4, or 5) or (PnQ15c1= 2, 3, 4, or 5) then PnAlcPrb =1; Else if (PnQ15a1=1 or 6 or .S) and (PnQ15b1=1 or 6 or .S) and (PnQ15c1=1 or 6 or .S) then PnAlcPrb =0; Else if either PnQ15a1 or PnQ15b1 or PnQ15c1 = missing then PnAlcPrb =.M;		
<b>PnAuthrn</b>	<b>Parental authoritarian score</b>		Continuous
			<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	Parental authoritarian score		
<b>Specification:</b>	First, create reverse-coded versions of PnH16h and m changing 5 ("not at all"s) to 1 ("exactly"s), 4s to 2s, 2s to 4s, and 1s to 5s PnAuthrn = sum of PnH16f and recoded PnH16h and m) /count of nonmissing responses for those 3 variables If any of the 3 variables are missing, then set PnAuthrn to missing		
<b>PnAuthtv</b>	<b>Parental authoritative score</b>		Continuous
			<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	Parental authoritative score		
<b>Specification:</b>	First, create reverse-coded versions of PnH16a, d, and k changing 5 ("not at all"s) to 1 ("exactly"s), 4s to 2s, 2s to 4s, and 1s to 5s PnAuthtv = sum of PnH16e and recoded PnH16a, d, and k) /count of nonmissing responses for those 4 variables If 2 or more of the 4 variables are missing, then set PnAuthtv to missing		
<b>PnCWitns</b>	<b>Child crime witness/victim index</b>		Categorical (integer)
			<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	Index of child's exposure to crime in the neighborhood during the year before the parent interview.		
<b>Specification:</b>	Create using items PnR4 through PnR7 from the parent interview.  If all of PnR4 through PnR7 =0 then PnCWitns =0; If PnR4=1 then PnCWitns =1; If PnR5=1 then PnCWitns =2; If PnR6=1 then PnCWitns =3; If PnR7=1 then PnCWitns =4; If any two of PnR4 through PnR7 =missing then PnCWitns =.M;		
<b>PnDrgPrb</b>	<b>R/Household member/drug prob w/fam,frnds,police,job</b>		Binary (0/1)
			<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	Household member got in trouble with family, friends, or police, or missed work or school due to drugs in the last 12 months		
<b>Specification:</b>	Create using items PnQ15a2, PnQ15b2, and PnQ15c2 from the parent interview.  If PnQ15a2>1 or PnQ15b2>1 or PnQ15c2>1 then PnDrgPrb =1; Else if PnQ15a2=1 or .S and PnQ15b2=1 or .S and PnQ15c2=1 then PnDrgPrb =0; Else if either PnQ15a2 or PnQ15b2 or PnQ15c2 = missing then PnDrgPrb =.M;		

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Parent processes and parenting</b>		
<b>PnEnergy</b>	<b>Parental energy score</b>	Continuous
	<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Parental energy score	
<b>Specification:</b>	First, create reverse-coded versions of PnH16j and l changing 5 ("not at all"s to 1 ("exactly"s), 4s to 2s, 2s to 4s, and 1s to 5s PnEnergy = sum of PnH16b and recoded PnH16j and l) /count of nonmissing responses for those 3 variables If any of the 3 variables are missing, then set PnEnergy to missing	
<b>PnFF13a</b>	<b>Parent attended general school meeting</b>	Binary (0/1)
	<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	Child's mother or father attended a general school meeting, for example, an open house, a back-to-school night or a meeting of a parent-teacher organization	
<b>Specification:</b>	If PnFF01a=1 or PnFF03a=1 then PnFF13a=1; Else if PnFF01a=0 and PnFF03a=0 then PnFF13a=0; Else if PnFF01a=missing or PnFF03a=missing then PnFF13a= missing;	
<b>PnFF13b</b>	<b>Parent went to regularly-scheduled parent-teacher conference</b>	Binary (0/1)
	<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	Child's mother or father went to a regularly-scheduled parent-teacher conference with child's teacher	
<b>Specification:</b>	If PnFF01b=1 or PnFF03b=1 then PnFF13b=1; Else if PnFF01b=0 and PnFF03b=0 then PnFF13b=0; Else if PnFF01b=missing or PnFF03b=missing then PnFF13b= missing;	
<b>PnFF13c</b>	<b>Parent attended school or class event</b>	Binary (0/1)
	<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	Child's mother or father attended a school or class event, such as a play, (or) sports event because of child	
<b>Specification:</b>	If PnFF01c=1 or PnFF03c=1 then PnFF13c=1; Else if PnFF01c=0 and PnFF03c=0 then PnFF13c=0; Else if PnFF01c=missing or PnFF03c=missing then PnFF13c= missing;	
<b>PnFF13d</b>	<b>Parent volunteered at the school or served on a committee</b>	Binary (0/1)
	<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	Child's mother or father acted as volunteer at the school or served on a school committee	
<b>Specification:</b>	If PnFF01d=1 or PnFF03d=1 then PnFF13d=1; Else if PnFF01d=0 and PnFF03d=0 then PnFF13d=0; Else if PnFF01d=missing or PnFF03d=missing then PnFF13d=missing;	
<b>PnH1pFam</b>	<b>Parent finds family member(s) very helpful</b>	Binary (0/1)
	<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	Parent finds family member(s)--such as child's father and/or mother, respondent's spouse or partner, child's grandparents, or other relatives--very helpful	
<b>Specification:</b>	Create using items PnT02a through PnT02e from the parent interview.  If any of PnT02a, PnT02b, PnT02c, PnT02d, or PnT02e=3 then PnHlpFam=1; Else if all of PnT02a, PnT02b, PnT02c, PnT02d, and PnT02e=1 and 2 and 4 then PnHlpFam=0; Else if any of PnT02a, PnT02b, PnT02c, PnT02d, or PnT02e=missing then PnHlpFam=.M; If all of PnT02a, PnT02b, PnT02c, PnT02d, or PnT02e=4 then PnHlpFam=.N;	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label Measure	ScoreType	Data Type
<b>Parent processes and parenting</b>			
<b>PnH1pFrd</b>	<b>Parent finds friend(s) very helpful</b>		Binary (0/1)
		<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	Parent finds friends, co-workers, other Head Start parents, and/or religious or social group members very helpful		
<b>Specification:</b>	Create using items PnT02f, PnT02g, PnT02j, and PnT02l from the parent interview.		
	If any of PnT02f, PnT02g, PnT02j, or PnT02l =3 then PnHlpFrd =1; Else if all of PnT02f, PnT02g, PnT02j, and PnT02l =1 and 2 and 4 then PnHlpFrd =0; Else if any of PnT02f, PnT02g, PnT02j, or PnT02l =missing then PnHlpFrd =.M; If all of PnT02a, PnT02b, PnT02c, PnT02d, or PnT02e=4 then PnHlpFrd=.N;		
<b>PnH1pPPI</b>	<b>Number of types of people parent finds very helpful</b>		Continuous
		<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	Number of types of people parent finds very helpful		
<b>Specification:</b>	Create using items PnT02a through PnT02m from the parent interview.		
	If PnT02a =3 then PnT02a_bin=1; Else if PnT02a = 1 or 2 then PnT02a_bin=0; Else if PnT02a = 4 then PnT02a_bin=0; Else if PnT02a = missing then PnT02a_bin= PnT02a; PnHlpPPI =sum(PnT02a_bin, PnT02b_bin, PnT02m_bin); If one of PnT02a_bin through PnT02m_bin are missing, then PnHlpPPI = (13/12)* sum(PnT02a_bin, PnT02b_bin, PnT02m_bin). If two of PnT02a_bin through PnT02m_bin are missing, then PnHlpPPI = (13/11)* sum(PnT02a_bin, PnT02b_bin, PnT02m_bin). If three or more of PnT02a_bin through PnT02m_bin = missing, then PnHlpPPI = .M. Drop temporary binary variables PnT02a_bin through PnT02m_bin.		
<b>PnH1pPro</b>	<b>Parent finds professional(s) very helpful</b>		Binary (0/1)
		<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	Parent finds professional helpgivers like counselors or social workers very helpful		
<b>Specification:</b>	Create using items PnT02h, PnT02i, and PnT02k from the parent interview.		
	If any of PnT02h, PnT02i, or PnT02k =3 then PnHlpPro =1; Else if all of PnT02h, PnT02i, and PnT02k =1 and 2 and 4 then PnHlpPro =0; Else if any of PnT02h, PnT02i, or PnT02k =missing then PnHlpPro =.M; If all of PnT02a, PnT02b, PnT02c, PnT02d, or PnT02e=4 then PnHlpPro=.N;		
<b>PnHelpAI</b>	<b>Number of types of help parent can always get</b>		Continuous
		<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	Number of types of help parent can always get		
<b>Specification:</b>	Create using items PnT01a through PnT01f from the parent interview.		
	If PnT01a =3 then PnT01a_bin=1; Else if PnT01a = 1 or 2 then PnT01a_bin=0; Else if PnT01a = missing then PnT01a_bin= PnT01a; PnHelpAI =sum(PnT01a_bin, PnT01b_bin, PnT01f_bin); If one of PnT01a_bin through PnT01f_bin are missing, then PnHelpAI = (6/5)* sum(PnT01a_bin, PnT01b_bin, PnT01f_bin). If two or more of PnT01a_bin through PnT01f_bin are missing, then PnHelpAI = .M. Drop temporary binary variables PnT01a_bin through PnT01f_bin.		

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label Measure	ScoreType	Data Type
<b>Parent processes and parenting</b>			
<b>PnNInvHS</b>	<b># of issues preventing parent HS participation in year</b>		Continuous
		<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Number of issues that kept parent from participating as much as would have liked in Head Start this year		
<b>Specification:</b>	Create using items PnI02a through PnI02n from the parent interview.		
	First, temporarily convert 2's in items PnI02a through PnI02n to 0's. $PnNInvHS = \text{sum}(PnI02a, PnI02b, PnI02n)$ ; If one of PnI02a through PnI02n are missing, then $PnNInvHS = (14/13) * \text{sum}(PnI02a, PnI02b, PnI02n)$ . If two of PnI02a through PnI02n are missing, then $PnNInvHS = (14/12) * \text{sum}(PnI02a, PnI02b, PnI02n)$ . If three or more of PnI02a through PnI02n are missing, then $PnNInvHS = .M$ .		
<b>PnNumSrv</b>	<b># community/government srvces receivd snce lst intrview</b>		Continuous
		<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Number of different types of community/government services received since last interview		
<b>Specification:</b>	Create using items PnS02a through PnS02m from the parent interview.		
	$PnNumSrv = \text{sum}(PnS02a, PnS02b, PnS02m)$ . If one of PnS02a through PnS02m are missing, then $PnNumSrv = (13/12) * \text{sum}(PnS02a, PnS02b, PnS02m)$ . If two of PnS02a through PnS02m are missing, then $PnNumSrv = (13/11) * \text{sum}(PnS02a, PnS02b, PnS02m)$ . If three or more of PnS02a through PnS02m are missing, then $PnNumSrv = .M$ .		
<b>PnPartAb</b>	<b>Respondent victim of intimate partner abuse</b>		Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Parent interview respondent was hit, kicked, punched, or otherwise hurt by a current or former spouse or partner during the year before the parent interview.		
<b>Specification:</b>	Create PnPartAb using items PnR02 and PnR03 from the parent interview.		
	If PnR02=0 then PnPartAb =0; If PnR02=1 then do; if any of PnR03_11-- PnR03_14>01 then PnPartAb =1; else if all of PnR03_11-- PnR03_14=0 and any of PnR03_15--PnR03_25>0 then PnPartAb =0; end; If PnR02=missing or (PnR03=.D or .R) or (PnR02=1 and all PnR03_11--PnR03_25=0 or missing) then PnPartAb =.M;		
<b>PnPcIsHS</b>	<b>Parent observed class/met with Head Start staff in year</b>		Binary (0/1)
		<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Parent observed child's Head Start class for at least 30 minutes, attended parent-teacher conference, or visited with a Head Start staff member in home this year		
<b>Specification:</b>	Create using items PnI01b, PnI01g, and PnI01h from the parent interview.		
	If any of PnI01b, PnI01g, or PnI01h >1 then PnPcIsHS =1; Else if all of PnI01b, PnI01g, and PnI01h =1 then PnPcIsHS =0; Else if any of PnI01b, PnI01g, or PnI01h =missing then PnPcIsHS =.M;		
<b>PnPExpHS</b>	<b>Parent and child experiences in Head Start</b>		Continuous
		<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Parent and child experiences in Head Start		
<b>Specification:</b>	$PnPExpHS = \text{sum of } PnW02a, b, c, d, e, f, g, h, i, k, m, \text{ and } n) / \text{count of nonmissing responses for those 12 variables}$ If 4 or more of the 12 variables are missing, then set PnPExpHS to missing		

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Parent processes and parenting</b>		
<b>PnPInvHS</b>	<b># of type activities with parent in Head Start in year</b>	Continuous
	<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Number of types of ways parent has participated in Head Start this year	
<b>Specification:</b>	Create using items PnI01a through PnI01o from the parent interview.	
	If PnI01a=1 then PnI01a_bin=0; Else if PnI01a>1 then PnI01a_bin=1; Else if PnI01a=missing then PnI01a_bin= PnI01a; PnPInvHS=sum(Pn01a_bin, Pn01b_bin, PnI01o_bin); If one of PnI01a_bin through PnI01o_bin are missing, then PnPInvHS = (15/14)* sum(PnI01a_bin, PnI01b_bin, PnI01o_bin). If two of PnI01a_bin through PnI01o_bin are missing, then PnPInvHS = (15/13)* sum(PnI01a_bin, PnI01b_bin, PnI01o_bin). If three or more of PnI01a_bin through PnI01o_bin are missing, then PnPInvHS = .M. Drop temporary binary variables PnI01a_bin through PnI01o_bin.	
<b>PnPSaHSC</b>	<b>Parent satisfaction with Head Start - Child related subscale</b>	Continuous
	<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Parent satisfaction with Head Start - Child related subscale	
<b>Specification:</b>	First, create reverse-coded versions of PnW01a, d, f, and g, changing 4 ("very dissatisfied")s to 1 ("very satisfied")s, 3s to 2s, 2s to 3s, and 1s to 4s PnPSaHSC = sum of recoded PnW01a, d, f, and g) /count of nonmissing responses for those 4 variables If 2 or more of the 4 variables are missing, then set PnPSaHSC to missing	
<b>PnPSaHSP</b>	<b>Parent satisfaction with Head Start - Family related subscale</b>	Continuous
	<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Parent satisfaction with Head Start - Family related subscale	
<b>Specification:</b>	First, create reverse-coded versions of PnW01b, c, e, and h, changing 4 ("very dissatisfied")s to 1 ("very satisfied")s, 3s to 2s, 2s to 3s, and 1s to 4s PnPSaHSP = sum of recoded PnW01b, c, e, and h) /count of nonmissing responses for those 4 variables If 2 or more of the 4 variables are missing, then set PnPSaHSP to missing	
<b>PnPSochs</b>	<b>Parent participatd socially wth other HS adult in year</b>	Binary (0/1)
	<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Parent attended social event; attended event with spouse, partner, or other adult; or called or visited another Head Start parent on a matter related to Head Start this year	
<b>Specification:</b>	Create using items PnI01e, PnI01f, PnI01i, PnI01j, and PnI01l from the parent interview.	
	If any of PnI01e, PnI01f, PnI01i, PnI01j, or PnI01l >1 then PnPSochs =1; Else if all of PnI01e, PnI01f, PnI01i, PnI01j, and PnI01l =1 then PnPSochs =0; Else if any of PnI01e, PnI01f, PnI01i, PnI01j, or PnI01l =missing then PnPSochs =.M;	
<b>PnPVolHS</b>	<b>Parent volunteered in any way (I1a,c,d,k,m,n) at Head Start this year</b>	Binary (0/1)
	<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Parent volunteered in child's classroom, prepared food or materials for special events, helped with field trips or other special events, participated in Head Start planning group, prepared or distributed Head Start materials, or participated in fundraising activities at Head Start this year	
<b>Specification:</b>	Create using items PnI01a, PnI01c, PnI01d, PnI01k, PnI01m, and PnI01n from the parent interview.	
	If any of PnI01a, PnI01c, PnI01d, PnI01k, PnI01m, or PnI0n>1 then PnPVolHS=1; Else if all of PnI01a, PnI01c, PnI01d, PnI01k, PnI01m, and PnI0n=1 then PnPVolHS=0; Else if any of PnI01a, PnI01c, PnI01d, PnI01k, PnI01m, or PnI0n=missing then PnPVolHS=.M;	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Parent processes and parenting</b>		
<b>PnRelAb</b>	<b>Respondent victim of other relative abuse</b>	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Parent interview respondent was hit, kicked, punched, or otherwise hurt by someone other than a current or former spouse or partner during the year before the parent interview.	
<b>Specification:</b>	Create a variable PnRelAb, labeled using items PnR02 and PnR03 from the parent interview.	
	If PnR02=0 then PnRelAb =0; If PnR02=1 then do; if any of PnR03_15-- PnR03_24>0 then PnRelAb =1; else if all of PnR03_15-- PnR03_24=0 and any of PnR03_11-- PnR03_14, PnR03_25>0 then PnRelAb =0; end; If PnR02=missing or (PnR03=.D or .R) or (PnR02=1 and all PnR03_11-- PnR03_25=0 or missing) then PnRelAb =.M;	
<b>PnRelCr2</b>	<b>Relative arrest/jail-excl mothr partner</b>	Categorical (integer)
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Child's parent or household member related to child has been arrested or charged with a crime by the police since child's birth.	
<b>Specification:</b>	Create a variable PnRelCr2 using items PnR08 through PnR10 from the parent interview.	
	If PnR08=0 then PnRelCr2 =0; If PnR08=1 then do; if all of PnR09_11 -- PnR09_26 = 0 then PnRelCr2 =0; if any of PnR09_11 -- PnR09_26>0 then do; if PnR10=0 then PnRelCr2 =1; if PnR10=1 then PnRelCr2 =2; end; end; If PnR08=missing or PnR09 or PnR10=.D or .R then PnRelCr2 =.M;	
<b>PnRReads</b>	<b>Respondent read to self in past week</b>	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	Respondent read books, magazines, or the newspaper in the week before the parent interview.	
<b>Specification:</b>	Create PnRREADS using item D6 from the parent interview.	
	If PnD06 >= 2, then PnRREADS=1. If PnD06 = 1, then PnRREADS=0. If PnD06= .D, .R, or .M, then PnRREADS=.M.	
<b>PnSmoke</b>	<b>Any household member smokes</b>	Binary (0/1)
	<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input checked="" type="checkbox"/> Spring 2009	
<b>Description:</b>	Any household member smoked tobacco in the last 30 days	
<b>Specification:</b>	Create using items PnQ05 and PnQ07 from the parent interview.	
	If PnQ05=1 or PnQ07=1 then PnSmoke=1; Else if PnQ05=0 and PnQ07=0 then PnSmoke=0; Else if either PnQ05 or PnQ07 = missing then PnSmoke=.M;	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Parent processes and parenting</b>		
<b>PnUnsafR</b>	<b>Respondent feels unsafe from current or former partner</b>	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Parent interview respondent does not feel safe in current relationship or has a partner from a previous relationship who is making respondent feel unsafe now.	
<b>Specification:</b>	Create PnUnsafR using items PnR11 and PnR12 from the parent interview.  If PnR11=0 or PnR12=1 then PnUnsafR =1; If PnR11=1 and PnR12=0 then PnUnsafR =0; If PnR11=3 then PnUnsafR =0; If PnR11= missing or PnR12=missing then PnUnsafR =.M;	
<b>PnUnsfHm</b>	<b>Child or parent victimized in neighborhood or feels unsafe</b>	Binary (0/1)
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Child or parent victimized (including partner and relative abuse) in the neighborhood during past year or feels unsafe from current or past partner	
<b>Specification:</b>	Create using constructed variables PnWitnes, PnPartAb, PnRelAb, PnUnsafR, and PnCWitns.  If PnWitnes=4 or PnPartAb or PnRelAb=1 or PnUnsafR=1 or PnCWitns=3 or 4 then PnUnsfHm=1; If PnWitnes=0,1,2,3 and PnPartAb=0 and PnRelAb=0 and PnUnsafR=0 and PnCWitns=0,1,2 then PnUnsfHm=0; If any two of PnWitnes, PnPartAb, PnRelAb, PnUnsafR, and PnCWitns =missing then PnUnsfHm =.M;	
<b>PnWarm</b>	<b>Parental warmth score</b>	Continuous
	<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Parental warmth score	
<b>Specification:</b>	PnH16c, e, g, i, m Create PnWarm, based on PnH16c, e, g, i, m First, create reverse-coded versions of PnH16c, e, g, i, changing 5 ("not at all")s to 1 ("exactly")s, 4s to 2s, 2s to 4s, and 1s to 5s PnWarm = sum of PnH16m and recoded PnH16c, e, g, i) /count of nonmissing responses for those five variables If 2 or more of the 5 variables are missing, then set PnWarm to missing	
<b>PnWitnes</b>	<b>Respondent crime witness/victim index</b>	Categorical (integer)
	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Index of parent interview respondent's exposure to crime in the neighborhood during the year before the parent interview.	
<b>Specification:</b>	Create PnWitnes using items PnR01a through PnR01d from the parent interview.  If all of PnR01a through PnR01d =1 then PnWitnes =0; If PnR01a=2 or 3 then PnWitnes =1; If PnR01b=2 or 3 then PnWitnes =2; If PnR01c=2 or 3 then PnWitnes =3; If PnR01d=2 or 3 then PnWitnes =4; If any two of PnR01a through PnR01d =missing then PnWitnes =.M;	
<b>PnYrdPrk</b>	<b>Yard or park available near home</b>	Binary (0/1)
	<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	Child can play in yard around home or park within walking distance	
<b>Specification:</b>	Create using items PnE06 and PnE07 from the parent interview.  If PnE06=1 or PnE07=1 then PnYrdPrk = 1. Else if PnE06=0 and PnE07=0 then PnYrdPrk = 0. Else if either PnE06 or PnE07 is missing then PnYrdPrk = .M.	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Characteristics of HS classrooms, centers &amp; programs</b>		
<b>T1FDASC</b>	<b>Revised Fall 2006 T1DASCOR Flag</b>	Binary (0/1)
	<input checked="" type="checkbox"/> <b>Fall 2006</b> <input type="checkbox"/> <b>Spring 2007</b> <input type="checkbox"/> <b>Spring 2008</b> <input type="checkbox"/> <b>Spring 2009</b>	
<b>Description:</b>	This variable is a data flag identifying cases for whom spring 2007 data was used to update the fall 2006 version of the Developmentally Appropriate Practices scale (Westat), T1RDASC.	
<b>Specification:</b>	For new respondents in spring 2007, the T1RDASC composite is constructed using spring 2007 data. T1FDASC identifies cases for which spring data were used for the composite.	
<b>T1FDASC2</b>	<b>Revised Fall 2006 T1DASCO2 Flag</b>	Binary (0/1)
	<input checked="" type="checkbox"/> <b>Fall 2006</b> <input type="checkbox"/> <b>Spring 2007</b> <input type="checkbox"/> <b>Spring 2008</b> <input type="checkbox"/> <b>Spring 2009</b>	
<b>Description:</b>	This variable is a data flag identifying cases for whom spring 2007 data was used to update the fall 2006 version of the Developmentally Appropriate Practices scale (MPR), T1RDASC2.	
<b>Specification:</b>	For new respondents in spring 2007, the T1RDASC2 composite is constructed using spring 2007 data. T1FDASC2 identifies cases for which spring data were used for the composite.	
<b>T1FDISC</b>	<b>Revised Fall 2006 T1DISCOR Flag</b>	Binary (0/1)
	<input checked="" type="checkbox"/> <b>Fall 2006</b> <input type="checkbox"/> <b>Spring 2007</b> <input type="checkbox"/> <b>Spring 2008</b> <input type="checkbox"/> <b>Spring 2009</b>	
<b>Description:</b>	This variable is a data flag identifying cases for whom spring 2007 data was used to update the fall 2006 version of the Didactic scale, T1RDISC.	
<b>Specification:</b>	For new respondents in spring 2007, the T1RDISC composite is constructed using spring 2007 data. T1FDISC identifies cases for which spring data were used for the composite.	
<b>T1FDISC2</b>	<b>Revised Fall 2006 T1DISCO2 Flag</b>	Binary (0/1)
	<input checked="" type="checkbox"/> <b>Fall 2006</b> <input type="checkbox"/> <b>Spring 2007</b> <input type="checkbox"/> <b>Spring 2008</b> <input type="checkbox"/> <b>Spring 2009</b>	
<b>Description:</b>	This variable is a data flag identifying cases for whom spring 2007 data was used to update the fall 2006 version of the Didactic scale, T1RDISC2.	
<b>Specification:</b>	For new respondents in spring 2007, the T1RDISC2 composite is constructed using spring 2007 data. T1FDISC2 identifies cases for which spring data were used for the composite.	
<b>T1FINSC</b>	<b>Revised Fall 2006 T1INTSCO Flag</b>	Binary (0/1)
	<input checked="" type="checkbox"/> <b>Fall 2006</b> <input type="checkbox"/> <b>Spring 2007</b> <input type="checkbox"/> <b>Spring 2008</b> <input type="checkbox"/> <b>Spring 2009</b>	
<b>Description:</b>	This variable is a data flag identifying cases for whom spring 2007 data was used to update the fall 2006 version of the Child-Initiated scale, T1RINSC.	
<b>Specification:</b>	For new respondents in spring 2007, the T1RINSC composite is constructed using spring 2007 data. T1FINSC identifies cases for which spring data were used for the composite.	
<b>T1FINSC2</b>	<b>Revised Fall 2006 T1INSCO2 Flag</b>	Binary (0/1)
	<input checked="" type="checkbox"/> <b>Fall 2006</b> <input type="checkbox"/> <b>Spring 2007</b> <input type="checkbox"/> <b>Spring 2008</b> <input type="checkbox"/> <b>Spring 2009</b>	
<b>Description:</b>	This variable is a data flag identifying cases for whom spring 2007 data was used to update the fall 2006 version of the Child-Initiated scale, T1RINSC2.	
<b>Specification:</b>	For new respondents in spring 2007, the T1RINSC2 composite is constructed using spring 2007 data. T1FINSC2 identifies cases for which spring data were used for the composite.	
<b>T1FLTRSC</b>	<b>Revised Fall 2006 T1LTRSCO Flag</b>	Binary (0/1)
	<input checked="" type="checkbox"/> <b>Fall 2006</b> <input type="checkbox"/> <b>Spring 2007</b> <input type="checkbox"/> <b>Spring 2008</b> <input type="checkbox"/> <b>Spring 2009</b>	
<b>Description:</b>	This variable is a data flag identifying cases for whom spring 2007 data was used to update the fall 2006 version of the Teach Letters scale, T1RLTRSC.	
<b>Specification:</b>	For new respondents in spring 2007, the T1RLTRSC composite is constructed using spring 2007 data. T1FLTRSC identifies cases for which spring data were used for the composite.	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label Measure	ScoreType	Data Type
<b>Characteristics of HS classrooms, centers &amp; programs</b>			
<b>T1FRWDSC</b>	<b>Revised Fall 2006 T1RWDSO Flag</b>		Binary (0/1)
		<input checked="" type="checkbox"/> Fall 2006	<input type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	This variable is a data flag identifying cases for whom spring 2007 data was used to update the fall 2006 version of the Explicit Rewards scale, T1RRWDSC.		
<b>Specification:</b>	For new respondents in spring 2007, the T1RRWDSC composite is constructed using spring 2007 data. T1FRWDSC identifies cases for which spring data were used for the composite.		
<b>TnCARTIO</b>	<b>Child/Adult Ratio</b>		Continuous
		<input checked="" type="checkbox"/> Fall 2006	<input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	This composite indicates the ratio of all children in the Head Start classroom relative to the number of lead teachers, assistant teachers, and paid aides usually within the class. It is derived from the teacher interview.		
<b>Specification:</b>	In fall 2006: TnCARTIO = TnA01 divided by the sum of items TnA02, TnA03, and TnA04		
	If TnA01, TnA02, TnA03, or TnA04 = D or R, then TnCARTIO = M. If TnA01, TnA02, TnA03, or TnA04 = ".", then TnCARTIO = "."		
	In spring 2007 and spring 2008: TnCARTIO = TnA00_1 divided by the sum of items TnA00_2, TnA00_3, and TnA00_4		
	If TnA00_1, TnA00_2, TnA00_3, or TnA00_4 = D or R, then TnCARTIO = M. If TnA00_1, TnA00_2, TnA00_3, or TnA00_4 = ".", then TnCARTIO = "."		
	For cases where TnCARTIO is less than 1, the construct is set to missing (M).		
<b>TnCSIZE</b>	<b>Class Size</b>		Continuous
		<input checked="" type="checkbox"/> Fall 2006	<input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	This composite indicates the total number of children in the Head Start classroom, as reported by classroom teachers.		
<b>Specification:</b>	In fall 2006: TnCSIZE = TnA01		
	If TnA01 = D or R, then TnCSIZE = M. If TnA01 = ".", then TnCSIZE = "."		
	In spring 2007 and spring 2008: TnCSIZE = TnA00_1		
	If TnA00_1 = D or R, then TnCSIZE = M. If TnA00_1 = ".", then TnCSIZE = "."		
<b>TnCTRATIO</b>	<b>Child/Teacher Ratio</b>		Continuous
		<input checked="" type="checkbox"/> Fall 2006	<input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	This composite indicates the ratio of all children in the classroom relative to the number of lead and assistant teachers usually within the class.		
<b>Specification:</b>	In fall 2006: TnCTRATIO = TnA01 divided by the sum of items TnA02 and TnA03		
	If TnA01, TnA02, or TnA03 = D or R, then TnCTRATIO = M. If TnA01, TnA02, or TnA03 = ".", then TnCTRATIO = "."		
	In spring 2007 and spring 2008: TnCTRATIO = TnA00_1 divided by the sum of items TnA00_2 and TnA00_3		
	If TnA00_1, TnA00_2, or TnA00_3 = D or R, then TnCTRATIO = M. If TnA00_1, TnA00_2, or TnA00_3 = ".", then TnCTRATIO = "."		
	For cases where TnCTRATIO is less than 1, the construct is set to missing (M).		

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Characteristics of HS classrooms, centers &amp; programs</b>				
<b>TnDEPCAT</b>	<b>Teacher's Depression Score, CES-D Short Form, Categories</b>			Categorical (integer)
	CES-D-SF		<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	This composite is a categorical variable that presents information on the degree and severity of depressive symptoms experienced by Head Start teachers, as measured by the 12 items included in the CES-D Short form. It is the categorical transformation of TnDEPSCO and includes categories "Not depressed," "Mildly depressed," "Moderately depressed," and "Severely depressed."			
<b>Specification:</b>	Scores on TnDEPCAT are based on scores on TnDEPSCO, such that:			
	If TnDEPSCO = 0 - 4, then TnDEPCAT = 1 (Not depressed) If TnDEPSCO = 5 - 9, then TnDEPCAT = 2 (Mildly depressed) If TnDEPSCO = 10 - 14, then TnDEPCAT = 3 (Moderately depressed) If TnDEPSCO = 15 or more, then TnDEPCAT = 4 (Severely depressed)			
	If TnDEPSCO = M, then TnDEPCAT = M. If TnDEPSCO = "." then TnDEPCAT = "."			
<b>TnDEPSCO</b>	<b>Teacher's Depression Score, CES-D Short Form</b>			Continuous
	CES-D-SF	Scale Score	<input checked="" type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	This composite is a continuous variable reflecting Head Start teachers' score on the 12 items included in the CES-D Short form. Scores on the composite range from 0 to 36, with higher scores representing more depressive symptoms.			
<b>Specification:</b>	First, recode items TnC01a through TnC01l so that response scores for each item range from 0 to 3 rather than from 1 to 4. Thus, if the original code is 1, it should be recoded as 0. If it is 2, it becomes 1. If it is 3, it becomes 2. Finally, if it is 4, it should be recoded as 3.			
	Sum the recoded items to create a continuous variable, TnDEPSCO.			
	If one of these items is outside range 0-3 (i.e., refused or don't know), set TnDEPSCO to (12/11)* the sum of the items. If two of these items is outside range 0-3 (i.e., refused or don't know), set TnDEPSCO to (12/10)* the sum of the items. If more than three of these items are outside range 0-3 (D or R), then TnDEPSCO = M. If any of these items are system missing ("."), then set TnDEPSCO to missing (".").			
<b>TnMNGSPT</b>	<b>Program Management Support - Teacher</b>			Continuous
	PMI	Scale Score	<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	This composite reflects Head Start teachers' perceptions of support provided by program management to them and other teaching staff. It is a mean score of responses to items included in the teacher version of the Support subscale of the Program Management Inventory (PMI), including "helps teachers feel good about their jobs" and "ensures that teachers do not feel isolated." Scores range from 1 to 5.			
<b>Specification:</b>	Create a variable for Program Management Support, labeled TnMNGSPT, by taking the mean of items TnB04a through TnB04l (within range 1-5).			
	If more than three of these items are outside range 1-5 (i.e., refused or don't know), then scale is set to missing (M).			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Characteristics of HS classrooms, centers &amp; programs</b>		
<b>T1RDASC</b>	<b>Developmentally Appropriate Attitudes Scale (Westat)</b>	Continuous
	TBS	Scale Score
		<input checked="" type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	<p>The 24-item Teacher Beliefs Scale (Burtis, Hart, Charlesworth, and Kirk 1990) was included in the Head Start teacher interview, and consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of these attitudes and knowledge. In FACES 2000, a single factor consisting of 9 items from the 24-item Teacher Beliefs Scale that explained most of the variation in scores for the entire scale was derived. A similar factor analysis in FACES 2006 resulted in a different factor loading pattern. T1RDASC is a summary score that includes those items identified in FACES 2000 as explaining most of the variation in scores for the entire scale. Each item used a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree) with negatively-worded items reverse scored. The 9 individual items were then combined to form the composite score with a minimum value of 1 and a maximum value of 10. The composite is based on fall 2006 data, and for new respondents in spring 2007, spring data. A flag identifying cases for which spring data were used for the composite is provided, T1FDASC.</p>	
<b>Specification:</b>	<p>Create a variable for DEVELOPMENTALLY APPROPRIATE ATTITUDES SCALE, Westat Version (Range 1 through 10), labeled T1RDASC, using items TnB06a, TnB06b, TnB06c, TnB06e, TnB06f, TnB06j, TnB06k, TnB06l, and TnB06o. Initiate the scale score at one. Then add one point for each of the following responses:</p> <p>TnB06a = 4 or 5 (Agree or Strongly agree)            TnB06b = 1 or 2 (Disagree or Strongly disagree)            TnB06c = 4 or 5 (Agree or Strongly agree)            TnB06e = 1 or 2 (Disagree or Strongly disagree)            TnB06f = 4 or 5 (Agree or Strongly agree)            TnB06j = 1 or 2 (Disagree or Strongly disagree)            TnB06k = 1 or 2 (Disagree or Strongly disagree)            TnB06l = 1 or 2 (Disagree or Strongly disagree)            TnB06o = 1 or 2 (Disagree or Strongly disagree)</p> <p>If more than four of these items are outside range 1-5 (i.e., refused or don't know), then scale is set to missing (M).</p> <p>When creating sum of items, missing item data may be computed by averaging the respondent's scores for the nonmissing items.</p> <p>For new respondents in spring 2007, the T1RDASC composite is constructed using spring 2007 data. A flag identifying cases for which spring data were used for the composite is provided, T1FDASC. Otherwise, the T1RDASC composite is constructed using fall 2006 data.</p>	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Characteristics of HS classrooms, centers &amp; programs</b>		
<b>T1RDASC2</b>	<b>Developmentally Appropriate Attitudes Scale (MPR)</b>	Continuous
	TBS	Scale Score
		<input checked="" type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	<p>The 24-item Teacher Beliefs Scale (Burts, Hart, Charlesworth, and Kirk 1990) was included in the Head Start teacher interview and consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of these attitudes and knowledge. In FACES 2000, a single factor consisting of 9 items from the 24-item Teacher Beliefs Scale that explained most of the variation in scores for the entire scale was derived. A similar factor analysis in FACES 2006 resulted in a different factor loading pattern. T1RDASC2 is a summary score that includes those items identified in FACES 2006 as explaining most of the variation in scores for the entire scale. Each item used a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree) with negatively-worded items reverse scored. The items were then combined to form the composite score with a minimum value of 1 and a maximum value of 10. The composite is based on fall 2006 data, and for new respondents in spring 2007, spring data. A flag identifying cases for which spring data were used for the composite is provided, T1FDASC2.</p>	
<b>Specification:</b>	<p>Create a variable for DEVELOPMENTALLY APPROPRIATE ATTITUDES SCALE, MPR Version (Range 1 through 10), labeled T1RDASC2, using items TnB06c, TnB06d, TnB06e, TnB06f, TnB06g, TnB06h, TnB06k, TnB06l, and TnB06o. Initiate the scale score at one. Then add one point for each of the following responses:</p> <p>TnB06c = 4 or 5 (Agree or Strongly agree)            TnB06d = 4 or 5 (Agree or Strongly agree)            TnB06e = 1 or 2 (Disagree or Strongly disagree)            TnB06f = 4 or 5 (Agree or Strongly agree)            TnB06g = 1 or 2 (Disagree or Strongly disagree)            TnB06h = 1 or 2 (Disagree or Strongly disagree)            TnB06k = 1 or 2 (Disagree or Strongly disagree)            TnB06l = 1 or 2 (Disagree or Strongly disagree)            TnB06o = 1 or 2 (Disagree or Strongly disagree)</p> <p>If more than two of these items are outside range 1-5 (i.e., refused or don't know), then scale is set to missing (M).</p> <p>When creating sum of items, missing item data may be computed by averaging the respondent's scores for the nonmissing items.</p> <p>For new respondents in spring 2007, the T1RDASC2 composite is constructed using spring 2007 data. A flag identifying cases for which spring data were used for the composite is provided, T1FDASC2. Otherwise, the T1RDASC2 composite is constructed using fall 2006 data.</p>	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Characteristics of HS classrooms, centers &amp; programs</b>		
<b>T1RDISC</b>	<b>Didactic Scale (Westat)</b>	Continuous
	TBS Scale Score	<input checked="" type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	<p>The 24-item Teacher Beliefs Scale (Burts, Hart, Charlesworth, and Kirk 1990) was included in the Head Start teacher interview, and consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of these attitudes and knowledge. In FACES 2000, varimax rotation of the first four principal components resulted in four subscales: Didactic Scale, Child-Initiated Scale, Teach Letters Scale, and Explicit Rewards Scale. A similar factor analysis in FACES 2006 resulted in a different factor loading pattern. T1RDISC is a summary score that includes those items identified in FACES 2000 as constituting the Didactic Scale. This composite indicates endorsement of such practices as teaching each curriculum area as a separate subject, students working silently and alone on seatwork, children learning to color within predefined lines. The composite is based on fall 2006 data, and for new respondents in spring 2007, spring data. A flag identifying cases for which spring data were used for the composite is provided, T1FDISC.</p>	
<b>Specification:</b>	<p>Create a variable for DIDACTIC SCALE, Westat Version (Range 1.0 through 5.0), labeled T1RDISC, using items TnB06b, TnB06e, TnB06k, TnB06l, and TnB06o. Calculate the average of teacher's responses to the following 5 items:</p> <p>TnB06b TnB06e TnB06k TnB06l TnB06o</p> <p>If an individual item is outside range 1-5 (i.e., refused or don't know), calculate average, omitting this item. If more than two items are R or D, scale is set to missing (M).</p> <p>For new respondents in spring 2007, the T1RDISC composite is constructed using spring 2007 data. A flag identifying cases for which spring data were used for the composite is provided, T1FDISC. Otherwise, the T1RDISC composite is constructed using fall 2006 data.</p>	
<b>T1RDISC2</b>	<b>Didactic Scale (MPR)</b>	Continuous
	TBS Scale Score	<input checked="" type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	<p>The 24-item Teacher Beliefs Scale (Burts, Hart, Charlesworth, and Kirk 1990) was included in the Head Start teacher interview, and consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of these attitudes and knowledge. In FACES 2000, varimax rotation of the first four principal components resulted in four subscales: Didactic Scale, Child-Initiated Scale, Teach Letters Scale, and Explicit Rewards Scale. A similar factor analysis in FACES 2006 resulted in a different factor loading pattern. T1RDISC2 is a summary score that includes those items identified in FACES 2006 as constituting the Didactic Scale. This composite indicates endorsement of such practices as students working silently and alone on seatwork, children learning to color within predefined lines. The composite is based on fall 2006 data, and for new respondents in spring 2007, spring data. A flag identifying cases for which spring data were used for the composite is provided, T1FDISC2.</p>	
<b>Specification:</b>	<p>Create a variable for DIDACTIC SCALE, MPR Version (Range 1.0 through 5.0), labeled T1RDISC2, using items TnB06e, TnB06g, TnB06j, TnB06k, TnB06l, and TnB06o. Calculate the average of teacher's responses to the following 6 items:</p> <p>TnB06e TnB06g TnB06j TnB06k TnB06l TnB06o</p> <p>If an individual item is outside range 1-5 (i.e., refused or don't know), calculate average, omitting this item. If two or more items are R or D, scale is set to missing (M).</p> <p>For new respondents in spring 2007, the T1RDISC2 composite is constructed using spring 2007 data. A flag identifying cases for which spring data were used for the composite is provided, T1FDISC2. Otherwise, the T1RDISC2 composite is constructed using fall 2006 data.</p>	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Characteristics of HS classrooms, centers &amp; programs</b>		
<b>T1RINSC</b>	<b>Child-Initiated Scale (Westat)</b>	Continuous
	TBS	Scale Score
		<input checked="" type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	<p>The 24-item Teacher Beliefs Scale (Burts, Hart, Charlesworth, and Kirk 1990) was included in the Head Start teacher interview, and consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of these attitudes and knowledge. In FACES 2000, varimax rotation of the first four principal components resulted in four subscales: Didactic Scale, Child-Initiated Scale, Teach Letters Scale, and Explicit Rewards Scale. A similar factor analysis in FACES 2006 resulted in a different factor loading pattern. T1RINSC is a summary score that includes those items identified in FACES 2000 as constituting the Child-Initiated Scale. This composite indicates endorsement of such practices as allowing children to select their own activities, to learn through active exploration, and to be involved in establishing rules for the classroom. The composite is based on fall 2006 data, and for new respondents in spring 2007, spring data. A flag identifying cases for which spring data were used for the composite is provided, T1FINSC.</p>	
<b>Specification:</b>	<p>Create a variable for CHILD-INITIATED SCALE, Westat Version (Range 1.0 through 5.0), labeled T1RINSC, using items TnB06c, TnB06d, TnB06f, TnB06i, and TnB06m. Calculate the average of teacher's responses to the following 5 items:</p> <p>TnB06c TnB06d TnB06f TnB06i TnB06m</p> <p>If an individual item is outside range 1-5 (i.e., refused or don't know), calculate average, omitting this item. If more than two items are R or D, scale is set to missing (M).</p> <p>For new respondents in spring 2007, the T1RINSC composite is constructed using spring 2007 data. A flag identifying cases for which spring data were used for the composite is provided, T1FINSC. Otherwise, the T1RINSC composite is constructed using fall 2006 data.</p>	
<b>T1RINSC2</b>	<b>Child-Initiated Scale (MPR)</b>	Continuous
	TBS	Scale Score
		<input checked="" type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	<p>The 24-item Teacher Beliefs Scale (Burts, Hart, Charlesworth, and Kirk 1990) was included in the Head Start teacher interview, and consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of these attitudes and knowledge. In FACES 2000, varimax rotation of the first four principal components resulted in four subscales: Didactic Scale, Child-Initiated Scale, Teach Letters Scale, and Explicit Rewards Scale. A similar factor analysis in FACES 2006 resulted in a different factor loading pattern. T1RINTSC2 is a summary score that includes those items identified in FACES 2006 as constituting the Child-Initiated Scale. This composite indicates endorsement of such practices as allowing children to select their own activities, to learn through active exploration, and to be involved in establishing rules for the classroom. The composite is based on fall 2006 data, and for new respondents in spring 2007, spring data. A flag identifying cases for which spring data were used for the composite is provided, T1FINSC2.</p>	
<b>Specification:</b>	<p>Create a variable for CHILD-INITIATED SCALE, MPR Version (Range 1.0 through 5.0), labeled T1RINSC2, using items TnB06a, TnB06c, TnB06d, TnB06f, and TnB06i. Calculate the average of teacher's responses to the following 5 items:</p> <p>TnB06a TnB06c TnB06d TnB06f TnB06i</p> <p>If an individual item is outside range 1-5 (i.e., refused or don't know), calculate average, omitting this item. If more than one item is R or D, scale is set to missing (M).</p> <p>For new respondents in spring 2007, the T1RINSC2 composite is constructed using spring 2007 data. A flag identifying cases for which spring data were used for the composite is provided, T1FINSC2. Otherwise, the T1RINSC2 composite is constructed using fall 2006 data.</p>	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Characteristics of HS classrooms, centers &amp; programs</b>		
<b>T1RLTRSC</b>	<b>Teach Letters Scale (Westat)</b>	Continuous
	TBS Scale Score	<input checked="" type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	<p>The 24-item Teacher Beliefs Scale (Burts, Hart, Charlesworth, and Kirk 1990) was included in the Head Start teacher interview, and consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of these attitudes and knowledge. In FACES 2000, varimax rotation of the first four principal components resulted in four subscales: Didactic Scale, Child-Initiated Scale, Teach Letters Scale, and Explicit Rewards Scale. A similar factor analysis in FACES 2006 resulted in a different factor loading pattern. T1RLTRSC is a summary score that includes those items identified in FACES 2000 as constituting the Teach Letters Scale. This composite indicates endorsement of the practices of instructing children in recognizing single letters of the alphabet, learning to form letters correctly on a printed page, and knowing their letter sounds before they learn to read. The composite is based on fall 2006 data, and for new respondents in spring 2007, spring data. A flag identifying cases for which spring data were used for the composite is provided, T1FLTRSC.</p>	
<b>Specification:</b>	<p>Create a variable for TEACH LETTERS SCALE, Westat Version (Range 1.0 through 5.0), labeled T1RLTRSC, using items TnB06j, TnB06l, and TnB06n. Calculate the average of teacher's responses to the following 3 items:</p> <p>TnB06j TnB06l TnB06n</p> <p>If an individual item is outside range 1-5 (i.e., refused or no response), calculate average, omitting this item. If more than one item is R or D, scale is set to missing (M).</p> <p>For new respondents in spring 2007, the T1RLTRSC composite is constructed using spring 2007 data. A flag identifying cases for which spring data were used for the composite is provided, T1FLTRSC. Otherwise, the T1RLTRSC composite is constructed using fall 2006 data.</p>	
<b>T1RRWDSC</b>	<b>Explicit Rewards Scale (Westat)</b>	Continuous
	TBS Scale Score	<input checked="" type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	<p>The 24-item Teacher Beliefs Scale (Burts, Hart, Charlesworth, and Kirk 1990) was included in the Head Start teacher interview, and consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of these attitudes and knowledge. In FACES 2000, varimax rotation of the first four principal components resulted in four subscales: Didactic Scale, Child-Initiated Scale, Teach Letters Scale, and Explicit Rewards Scale. A similar factor analysis in FACES 2006 resulted in a different factor loading pattern. T1RRWDSC is a summary score that includes those items identified in FACES 2000 as constituting the Explicit Rewards Scale. This composite indicates endorsement of the use of explicit treats to encourage proper child behavior and punishments or reprimands to discourage inappropriate child behavior. The composite is based on fall 2006 data, and for new respondents in spring 2007, spring data. A flag identifying cases for which spring data were used for the composite is provided, T1FRWDSC.</p>	
<b>Specification:</b>	<p>Create a variable for EXPLICIT REWARDS SCALE, Westat Version (Range 1.0 through 5.0), labeled T1RRWDSC, using items TnB06g and TnB06h. Calculate the average of teacher's responses to the following 2 items:</p> <p>TnB06g TnB06h</p> <p>If either item is outside range 1-5 (i.e., refused or don't know), scale is set to missing (M).</p> <p>For new respondents in spring 2007, the T1RRWDSC composite is constructed using spring 2007 data. A flag identifying cases for which spring data were used for the composite is provided, T1FRWDSC. Otherwise, the T1RRWDSC composite is constructed using fall 2006 data.</p>	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Measure	ScoreType	Data Type
<b>Characteristics of HS classrooms, centers &amp; programs</b>				
<b>T3DASCO2</b>	<b>Developmentally Appropriate Attitudes Scale (MPR)</b>			Continuous
	TBS	Scale Score	<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	<p>The 24-item Teacher Beliefs Scale (Burts, Hart, Charlesworth, and Kirk 1990) was included in the Head Start teacher interview and consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of these attitudes and knowledge. In FACES 2000, a single factor consisting of 9 items from the 24-item Teacher Beliefs Scale that explained most of the variation in scores for the entire scale was derived. A similar factor analysis in FACES 2006 resulted in a different factor loading pattern. TnDASCO2 is a summary score that includes those items identified in FACES 2006 as explaining most of the variation in scores for the entire scale. Each item used a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree) with negatively-worded items reverse scored. The items were then combined to form the composite score with a minimum value of 1 and a maximum value of 10.</p>			
<b>Specification:</b>	<p>Create a variable for DEVELOPMENTALLY APPROPRIATE ATTITUDES SCALE, MPR Version (Range 1 through 10), labeled T3DASCO2, using items T3B06c, T3B06d, T3B06e, T3B06f, T3B06g, T3B06h, T3B06k, T3B06l, and T3B06o. Initiate the scale score at one. Then add one point for each of the following responses:</p> <p>T3B06c = 4 or 5 (Agree or Strongly agree)            T3B06d = 4 or 5 (Agree or Strongly agree)            T3B06e = 1 or 2 (Disagree or Strongly disagree)            T3B06f = 4 or 5 (Agree or Strongly agree)            T3B06g = 1 or 2 (Disagree or Strongly disagree)            T3B06h = 1 or 2 (Disagree or Strongly disagree)            T3B06k = 1 or 2 (Disagree or Strongly disagree)            T3B06l = 1 or 2 (Disagree or Strongly disagree)            T3B06o = 1 or 2 (Disagree or Strongly disagree)</p> <p>If more than two of these items are outside range 1-5 (i.e., refused or don't know), then scale is set to missing (M).</p> <p>When creating sum of items, missing item data may be computed by averaging the respondent's scores for the nonmissing items.</p>			
<b>T3DASCOR</b>	<b>Developmentally Appropriate Attitudes Scale (Westat)</b>			Continuous
	TBS	Scale Score	<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	<p>The 24-item Teacher Beliefs Scale (Burts, Hart, Charlesworth, and Kirk 1990) was included in the Head Start teacher interview, and consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of these attitudes and knowledge. In FACES 2000, a single factor consisting of 9 items from the 24-item Teacher Beliefs Scale that explained most of the variation in scores for the entire scale was derived. A similar factor analysis in FACES 2006 resulted in a different factor loading pattern. TnDASCOR is a summary score that includes those items identified in FACES 2000 as explaining most of the variation in scores for the entire scale. Each item used a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree) with negatively-worded items reverse scored. The 9 individual items were then combined to form the composite score with a minimum value of 1 and a maximum value of 10.</p>			
<b>Specification:</b>	<p>Create a variable for DEVELOPMENTALLY APPROPRIATE ATTITUDES SCALE, Westat Version (Range 1 through 10), labeled T3DASCOR, using items T3B06a, T3B06b, T3B06c, T3B06e, T3B06f, T3B06j, T3B06k, T3B06l, and T3B06o. Initiate the scale score at one. Then add one point for each of the following responses:</p> <p>T3B06a = 4 or 5 (Agree or Strongly agree)            T3B06b = 1 or 2 (Disagree or Strongly disagree)            T3B06c = 4 or 5 (Agree or Strongly agree)            T3B06e = 1 or 2 (Disagree or Strongly disagree)            T3B06f = 4 or 5 (Agree or Strongly agree)            T3B06j = 1 or 2 (Disagree or Strongly disagree)            T3B06k = 1 or 2 (Disagree or Strongly disagree)            T3B06l = 1 or 2 (Disagree or Strongly disagree)            T3B06o = 1 or 2 (Disagree or Strongly disagree)</p> <p>If more than four of these items are outside range 1-5 (i.e., refused or don't know), then scale is set to missing (M).</p> <p>When creating sum of items, missing item data may be computed by averaging the respondent's scores for the nonmissing items.</p>			

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Characteristics of HS classrooms, centers &amp; programs</b>		
<b>T3DISCO2</b>	<b>Didactic Scale (MPR)</b>	Continuous
	TBS Scale Score	<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	The 24-item Teacher Beliefs Scale (Burts, Hart, Charlesworth, and Kirk 1990) was included in the Head Start teacher interview, and consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of these attitudes and knowledge. In FACES 2000, varimax rotation of the first four principal components resulted in four subscales: Didactic Scale, Child-Initiated Scale, Teach Letters Scale, and Explicit Rewards Scale. A similar factor analysis in FACES 2006 resulted in a different factor loading pattern. TnDISCO2 is a summary score that includes those items identified in FACES 2006 as constituting the Didactic Scale. This composite indicates endorsement of such practices as students working silently and alone on seatwork, children learning to color within predefined lines.	
<b>Specification:</b>	Create a variable for DIDACTIC SCALE, MPR Version (Range 1.0 through 5.0), labeled T3DISCO2, using items T3B06e, T3B06g, T3B06j, T3B06k, T3B06l, and T3B06o. Calculate the average of teacher's responses to the following 6 items:	
	T3B06e T3B06g T3B06j T3B06k T3B06l T3B06o	
	If an individual item is outside range 1-5 (i.e., refused or don't know), calculate average, omitting this item. If two or more items are R or D, scale is set to missing (M).	
<b>T3DISCOR</b>	<b>Didactic Scale (Westat)</b>	Continuous
	TBS Scale Score	<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	The 24-item Teacher Beliefs Scale (Burts, Hart, Charlesworth, and Kirk 1990) was included in the Head Start teacher interview, and consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of these attitudes and knowledge. In FACES 2000, varimax rotation of the first four principal components resulted in four subscales: Didactic Scale, Child-Initiated Scale, Teach Letters Scale, and Explicit Rewards Scale. A similar factor analysis in FACES 2006 resulted in a different factor loading pattern. TnDISCOR is a summary score that includes those items identified in FACES 2000 as constituting the Didactic Scale. This composite indicates endorsement of such practices as teaching each curriculum area as a separate subject, students working silently and alone on seatwork, children learning to color within predefined lines.	
<b>Specification:</b>	Create a variable for DIDACTIC SCALE, Westat Version (Range 1.0 through 5.0), labeled T3DISCOR, using items T3B06b, T3B06e, T3B06k, T3B06l, and T3B06o. Calculate the average of teacher's responses to the following 5 items:	
	T3B06b T3B06e T3B06k T3B06l T3B06o	
	If an individual item is outside range 1-5 (i.e., refused or don't know), calculate average, omitting this item. If more than two items are R or D, scale is set to missing (M).	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Characteristics of HS classrooms, centers &amp; programs</b>		
<b>T3INSCO2</b>	<b>Child-Initiated Scale (MPR)</b>	Continuous
	TBS Scale Score	<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	The 24-item Teacher Beliefs Scale (Burts, Hart, Charlesworth, and Kirk 1990) was included in the Head Start teacher interview, and consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of these attitudes and knowledge. In FACES 2000, varimax rotation of the first four principal components resulted in four subscales: Didactic Scale, Child-Initiated Scale, Teach Letters Scale, and Explicit Rewards Scale. A similar factor analysis in FACES 2006 resulted in a different factor loading pattern. TnINSCO2 is a summary score that includes those items identified in FACES 2006 as constituting the Child-Initiated Scale. This composite indicates endorsement of such practices as allowing children to select their own activities, to learn through active exploration, and to be involved in establishing rules for the classroom.	
<b>Specification:</b>	Create a variable for CHILD-INITIATED SCALE, MPR Version (Range 1.0 through 5.0), labeled T3INSCO2, using items T3B06a, T3B06c, T3B06d, T3B06f, and T3B06i. Calculate the average of teacher's responses to the following 5 items:	
	T3B06a T3B06c T3B06d T3B06f T3B06i	
	If an individual item is outside range 1-5 (i.e., refused or don't know), calculate average, omitting this item. If more than one item is R or D, scale is set to missing (M).	
<b>T3INTSCO</b>	<b>Child-Initiated Scale (Westat)</b>	Continuous
	TBS Scale Score	<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	The 24-item Teacher Beliefs Scale (Burts, Hart, Charlesworth, and Kirk 1990) was included in the Head Start teacher interview, and consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of these attitudes and knowledge. In FACES 2000, varimax rotation of the first four principal components resulted in four subscales: Didactic Scale, Child-Initiated Scale, Teach Letters Scale, and Explicit Rewards Scale. A similar factor analysis in FACES 2006 resulted in a different factor loading pattern. TnINTSCO is a summary score that includes those items identified in FACES 2000 as constituting the Child-Initiated Scale. This composite indicates endorsement of such practices as allowing children to select their own activities, to learn through active exploration, and to be involved in establishing rules for the classroom.	
<b>Specification:</b>	Create a variable for CHILD-INITIATED SCALE, Westat Version (Range 1.0 through 5.0), labeled T3INTSCO, using items T3B06c, T3B06d, T3B06f, T3B06i, and T3B06m. Calculate the average of teacher's responses to the following 5 items:	
	T3B06c T3B06d T3B06f T3B06i T3B06m	
	If an individual item is outside range 1-5 (i.e., refused or don't know), calculate average, omitting this item. If more than two items are R or D, scale is set to missing (M).	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Characteristics of HS classrooms, centers &amp; programs</b>		
<b>T3LTRSCO</b>	<b>Teach Letters Scale (Westat)</b>	Continuous
	TBS Scale Score	<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	The 24-item Teacher Beliefs Scale (Burts, Hart, Charlesworth, and Kirk 1990) was included in the Head Start teacher interview, and consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of these attitudes and knowledge. In FACES 2000, varimax rotation of the first four principal components resulted in four subscales: Didactic Scale, Child-Initiated Scale, Teach Letters Scale, and Explicit Rewards Scale. A similar factor analysis in FACES 2006 resulted in a different factor loading pattern. TnLTRSCO is a summary score that includes those items identified in FACES 2000 as constituting the Teach Letters Scale. This composite indicates endorsement of the practices of instructing children in recognizing single letters of the alphabet, learning to form letters correctly on a printed page, and knowing their letter sounds before they learn to read.	
<b>Specification:</b>	Create a variable for TEACH LETTERS SCALE, Westat Version (Range 1.0 through 5.0), labeled T3LTRSCO, using items T3B06j, T3B06l, and T3B06n. Calculate the average of teacher's responses to the following 3 items:  T3B06j T3B06l T3B06n  If an individual item is outside range 1-5 (i.e., refused or no response), calculate average, omitting this item. If more than one item is R or D, scale is set to missing (M).	
<b>T3RWDSO</b>	<b>Explicit Rewards Scale (Westat)</b>	Continuous
	TBS Scale Score	<input type="checkbox"/> Fall 2006 <input type="checkbox"/> Spring 2007 <input checked="" type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	The 24-item Teacher Beliefs Scale (Burts, Hart, Charlesworth, and Kirk 1990) was included in the Head Start teacher interview, and consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of these attitudes and knowledge. In FACES 2000, varimax rotation of the first four principal components resulted in four subscales: Didactic Scale, Child-Initiated Scale, Teach Letters Scale, and Explicit Rewards Scale. A similar factor analysis in FACES 2006 resulted in a different factor loading pattern. TnRWDSO is a summary score that includes those items identified in FACES 2000 as constituting the Explicit Rewards Scale. This composite indicates endorsement of the use of explicit treats to encourage proper child behavior and punishments or reprimands to discourage inappropriate child behavior.	
<b>Specification:</b>	Create a variable for EXPLICIT REWARDS SCALE, Westat Version (Range 1.0 through 5.0), labeled T3RWDSO, using items T3B06g and T3B06h. Calculate the average of teacher's responses to the following 2 items:  T3B06g T3B06h  If either item is outside range 1-5 (i.e., refused or don't know), scale is set to missing (M).	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Characteristics of HS classrooms, centers &amp; programs</b>		
<b>O2ADLTS</b>	<b>Counts of Adults</b>	Continuous
	<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	This composite indicates the number of paid staff and adult volunteers observed at three different times within the class during the structured Head Start classroom observations in spring 2007.	
<b>Specification:</b>	Create a variable for Counts of Adults, labeled O2ADLTS, by taking the mean of summed items (O2B_1_B1 + O2B_1_B2), (O2B_2_B1 + O2B_2_B2), and (O2B_3_B1 + O2B_3_B2).	
<b>O2CARTIO</b>	<b>Child/Adult Ratio</b>	Continuous
	<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	This composite indicates the ratio of all children in the classroom relative to the number of adults (paid staff and adult volunteers) observed within the class during the structured Head Start classroom observations in spring 2007.	
<b>Specification:</b>	Create a variable for Child/Adult Ratio, labeled O2CARTIO, using constructed items O2SIZE and O2ADLTS.  O2CARTIO = O2CSIZE divided by O2ADLTS	
<b>O2CSIZE</b>	<b>Counts of Children</b>	Continuous
	<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	This composite indicates the total number of children observed at three different times in the classroom during the structured Head Start classroom observations in spring 2007.	
<b>Specification:</b>	Create a variable for Counts of Children, labeled OnCSIZE, by taking the mean of the non-missing items O2B_1_B3 through O2B_3_B3.	
<b>O2ARDTCH</b>	<b>Arnett lead teacher detachment score</b>	Continuous
	ARNETT <input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	The Arnett Caregiver Interaction Scale (Arnett 1989) is a rating scale of teacher behavior toward the children in the classroom. It consists of 30 items that assess five areas of teacher behavior: sensitivity, harshness, detachment, permissiveness, and prosocial interaction. At the end of the observational period, the observer completes the scale for the lead teacher in the classroom and indicates the extent to which the statement is characteristic of the teacher, from 0 "not at all" to 3 "very much." O2ARDTCH is calculated as the sum of responses to 4 items assessing the teacher's level of detachment from the children (e.g., "seems distant or detached from children," "spends considerable time in activities not involving interactions with the children"). Scores can range from 0 to 14, with higher scores reflecting less detachment.	
<b>Specification:</b>	Prior to constructing the Arnett scores, recode the source items (O2D01 - O2D30) so that items coded as 1 become 0, items coded as 2 become 1, items coded as 3 become 2, and items coded as 4 become 3.  Create a variable O2ARDTCH, labeled "Arnett lead teacher detachment score," by taking the sum of the non-missing items among O2D05, O2D13, O2D21, and O2D23. Prior to taking the sum, use the recoded recodes noted in step 1 (so that those recoded as 0 become 3, those as 1 become 2, those as 2 become 1, and those as 3 become 0). If one of these items is missing, set O2ARDTCH to (4/3)* the sum of the items. If 2 or more items are missing, set O2ARDTCH to missing (.M).	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Characteristics of HS classrooms, centers &amp; programs</b>		
<b>O2ARHRSH</b>	<b>Arnett lead teacher harshness score</b>	Continuous
	ARNETT <input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	The Arnett Caregiver Interaction Scale (Arnett 1989) is a rating scale of teacher behavior toward the children in the classroom. It consists of 30 items that assess five areas of teacher behavior: sensitivity, harshness, detachment, permissiveness, and prosocial interaction. At the end of the observational period, the observer completes the scale for the lead teacher in the classroom and indicates the extent to which the statement is characteristic of the teacher, from 0 "not at all" to 3 "very much." O2ARHRSH is calculated as the sum of responses to 9 items assessing the teacher's level of harshness with the children (e.g., "seems critical of the children," "speaks with irritation or hostility to the children"). Scores can range from 0 to 27, with higher scores reflecting less harshness.	
<b>Specification:</b>	Prior to constructing the Arnett scores, recode the source items (O2D01 - O2D30) so that items coded as 1 become 0, items coded as 2 become 1, items coded as 3 become 2, and items coded as 4 become 3.	
	Create a variable O2ARHRSH, labeled "Arnett lead teacher harshness score," by taking the sum of the non-missing items among O2D02, O2D04, O2D10, O2D12, O2D17, O2D20, O2D22, O2D24, and O2D26. Prior to taking the sum, use the recoded recodes noted in step 1 (so that those recoded as 0 become 3, those as 1 become 2, those as 2 become 1, and those as 3 become 0). That is, re-recode all items used for this sum score, except O2D24. If one of these items is missing, set O2ARHRSH to (9/8)* the sum of the items. If two items are missing, set O2ARHRSH to (9/7)* the sum of the items. If 3 or more items are missing, set O2ARHRSH to missing (.M).	
<b>O2ARINDP</b>	<b>Arnett lead teacher independence score</b>	Continuous
	ARNETT <input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	The Arnett Caregiver Interaction Scale (Arnett 1989) is a rating scale of teacher behavior toward the children in the classroom. It consists of 30 items that assess five areas of teacher behavior: sensitivity, harshness, detachment, permissiveness, and prosocial interaction. At the end of the observational period, the observer completes the scale for the lead teacher in the classroom and indicates the extent to which the statement is characteristic of the teacher, from 0 "not at all" to 3 "very much." O2ARINDP is calculated as the sum of responses to 4 items assessing the teacher's nurturance of independence behaviors (e.g., "does self-help tasks for children," "does not get child assistance with routine tasks and maintenance"). Scores can range from 0 to 12, with higher scores reflecting more nurturance of independence.	
<b>Specification:</b>	Prior to constructing the Arnett scores, recode the source items (O2D01 - O2D30) so that items coded as 1 become 0, items coded as 2 become 1, items coded as 3 become 2, and items coded as 4 become 3.	
	Create a variable O2ARINDP, labeled "Arnett lead teacher independence score," by taking the sum of the non-missing items among O2D27, O2D28, O2D29, and O2D30. Prior to taking the sum, use the recoded recodes noted in step 1 (so that those recoded as 0 become 3, those as 1 become 2, those as 2 become 1, and those as 3 become 0). That is, re-recode all items used for this sum score, except O2D29 and O2D30. If one of these items is missing, set O2ARINDP to (4/3)* the sum of the items. If 2 or more items are missing, set O2ARINDP to missing (.M).	
<b>O2ARNETT</b>	<b>Arnett lead teacher total score</b>	Continuous
	ARNETT <input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	The Arnett Caregiver Interaction Scale (Arnett 1989) is a rating scale of teacher behavior toward the children in the classroom. It consists of 30 items that assess five areas of teacher behavior: sensitivity, harshness, detachment, permissiveness, and prosocial interaction. At the end of the observational period, the observer completes the scale for the lead teacher in the classroom and indicates the extent to which the statement is characteristic of the teacher, from 0 "not at all" to 3 "very much." O2ARNETT is calculated as the sum of responses to all scale items. Scores can range from 0 to 90, with higher scores reflecting greater caregiver sensitivity and responsiveness and less detachment and punitiveness.	
<b>Specification:</b>	Prior to constructing the Arnett scores, recode the source items (O2D01 - O2D30) so that items coded as 1 become 0, items coded as 2 become 1, items coded as 3 become 2, and items coded as 4 become 3.	
	Create a variable O2ARNETT, labeled "Arnett lead teacher total score," by taking the sum of the non-missing items among O2D01 through O2D30. Prior to taking the sum, recode the abovementioned recodes (so that those recoded as 0 become 3, those as 1 become 2, those as 2 become 1, and those as 3 become 0) for the following items: O2D02, O2D04, O2D05, O2D09, O2D10, O2D12, O2D13, O2D15, O2D17, O2D20, O2D21, O2D22, O2D23, O2D26, O2D27, and O2D28. If one of O2D01 through O2D30 is missing, set O2ARNETT to (30/29)* the sum of the items. If two items are missing, set O2ARNETT to (30/28)* the sum of the items, etc. If 8 or more items are missing, set O2ARNETT to missing (.M).	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Characteristics of HS classrooms, centers &amp; programs</b>		
<b>O2ARPRMS</b>	<b>Arnett lead teacher permissiveness score</b>	Continuous
	ARNETT <input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	The Arnett Caregiver Interaction Scale (Arnett 1989) is a rating scale of teacher behavior toward the children in the classroom. It consists of 30 items that assess five areas of teacher behavior: sensitivity, harshness, detachment, permissiveness, and prosocial interaction. At the end of the observational period, the observer completes the scale for the lead teacher in the classroom and indicates the extent to which the statement is characteristic of the teacher, from 0 "not at all" to 3 "very much." O2ARINDP is calculated as the sum of responses to 3 items assessing the teacher's permissiveness with the children (e.g., "exercises too much control over the children"). Scores can range from 0 to 9, with higher scores reflecting less permissiveness.	
<b>Specification:</b>	Prior to constructing the Arnett scores, recode the source items (O2D01 - O2D30) so that items coded as 1 become 0, items coded as 2 become 1, items coded as 3 become 2, and items coded as 4 become 3.  Create a variable O2ARPRMS, labeled "Arnett lead teacher permissiveness score," by taking the sum of the non-missing items among O2D09, O2D15, and O2D18. Prior to taking the sum, use the recoded recodes noted in step 1 (so that those recoded as 0 become 3, those as 1 become 2, those as 2 become 1, and those as 3 become 0). That is, re-recode all items used for this sum score, except O2D18. If any of these items is missing, set O2ARPRMS to missing (.M).	
<b>O2ARSNST</b>	<b>Arnett lead teacher sensitivity score</b>	Continuous
	ARNETT <input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	The Arnett Caregiver Interaction Scale (Arnett 1989) is a rating scale of teacher behavior toward the children in the classroom. It consists of 30 items that assess five areas of teacher behavior: sensitivity, harshness, detachment, permissiveness, and prosocial interaction. At the end of the observational period, the observer completes the scale for the lead teacher in the classroom and indicates the extent to which the statement is characteristic of the teacher, from 0 "not at all" to 3 "very much." O2ARSNST is calculated as the sum of responses to 10 items assessing the teacher's sensitivity with the children (e.g., "speaks warmly to the children," "listens attentively when children speak to her"). Scores can range from 0 to 30, with higher scores reflecting greater sensitivity.	
<b>Specification:</b>	Prior to constructing the Arnett scores, recode the source items (O2D01 - O2D30) so that items coded as 1 become 0, items coded as 2 become 1, items coded as 3 become 2, and items coded as 4 become 3.  Create a variable O2ARSNST, labeled "Arnett lead teacher sensitivity score," by taking the sum of the non-missing items among O2D01, O2D03, O2D06, O2D07, O2D08, O2D11, O2D14, O2D016, O2D019, and O2D25. If one of these items is missing, set O2ARSNST to (10/9)* the sum of the items. If two items are missing, set O2ARSNST to (10/8)* the sum of the items. If 3 or more items are missing, set O2ARSNST to missing (.M).	
<b>O2CLSSCD</b>	<b>CLASS concept development score</b>	Continuous
	CLASS <input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	The Classroom Assessment Scoring System (CLASS; Pianta, LaParo and Hamre 2005) measures classroom quality in terms of both instructional and social-emotional aspects of the environment. In spring 2007, FACES used the three dimensions that comprise the Instructional Support scale: the level of concept development, the quality of the feedback to children, and the modeling of language to examine the quality of the Head Start instructional environment. The Concept Development composite measures teachers' use of instructional discussions and activities to promote children's understanding and higher-order thinking in contrast to a focus on rote instruction. Scores can range from 1 to 7.	
<b>Specification:</b>	Create a variable O2CLSSCD, labeled "CLASS concept development score," by taking the mean of the non-missing items among O2B1_CD, O2B2_CD, and O2B3_CD. If any of these items are missing, set O2CLSSCD to missing (.M).	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Characteristics of HS classrooms, centers &amp; programs</b>		
<b>O2CLSSIS</b>	<b>CLASS instructional support score</b>	Continuous
	CLASS <input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	The Classroom Assessment Scoring System (CLASS; Pianta, LaParo and Hamre 2005) measures classroom quality in terms of both instructional and social-emotional aspects of the environment. In spring 2007, FACES used the three dimensions that comprise the Instructional Support scale: the level of concept development, the quality of the feedback to children, and the modeling of language to examine the quality of the Head Start instructional environment. The instructional support composite is calculated as the average of these three subscale scores. Scores can range from 1 to 7.	
<b>Specification:</b>	Create a variable O2CLSSIS, labeled "CLASS instructional support score," by taking the mean of the variables O2CLSSCD, O2CLSSQF, and O2CLSSLM. If any of these variables are missing, set O2CLSSIS to missing (.M).	
<b>O2CLSSLM</b>	<b>CLASS language modeling score</b>	Continuous
	CLASS <input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	The Classroom Assessment Scoring System (CLASS; Pianta, LaParo and Hamre 2005) measures classroom quality in terms of both instructional and social-emotional aspects of the environment. In spring 2007, FACES used the three dimensions that comprise the Instructional Support scale: the level of concept development, the quality of the feedback to children, and the modeling of language to examine the quality of the Head Start instructional environment. The Language Modeling composite captures the quality and amount of language-stimulating interactions children are exposed to in the classroom. Scores can range from 1 to 7.	
<b>Specification:</b>	Create a variable O2CLSSLM, labeled "CLASS language modeling score," by taking the mean of the non-missing items among O2B1_LM, O2B2_LM, and O2B3_LM. If any of these items are missing, set O2CLSSLM to missing (.M).	
<b>O2CLSSQF</b>	<b>CLASS quality of feedback score</b>	Continuous
	CLASS <input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	The Classroom Assessment Scoring System (CLASS; Pianta, LaParo and Hamre 2005) measures classroom quality in terms of both instructional and social-emotional aspects of the environment. In spring 2007, FACES used the three dimensions that comprise the Instructional Support scale: the level of concept development, the quality of the feedback to children, and the modeling of language to examine the quality of the Head Start instructional environment. The extent to which teachers provide feedback during instruction that focuses on expanding learning, rather than on correctness is reflected in the Quality of Feedback construct. Scores can range from 1 to 7.	
<b>Specification:</b>	Create a variable O2CLSSQF, labeled "CLASS quality of feedback score," by taking the mean of the non-missing items among O2B1_QF, O2B2_QF, and O2B3_QF. If any of these items are missing, set O2CLSSQF to missing (.M).	
<b>O2ECCREA</b>	<b>ECERS creative mean score</b>	Continuous
	ECERS <input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009	
<b>Description:</b>	The Early Childhood Environment Rating Scale-Revised (ECERS-R) is a global rating of classroom quality based on structural features of the classroom (Harms, Clifford, and Cryer 2005). The FACES 2006 classroom observation includes 37 items from the ECERS-R to assess classroom quality, and seven subscale scores are constructed, consistent with prior FACES. Items are rated from 1 ("inadequate") to 7 ("excellent"), with higher mean scores reflecting better quality. The creativity subscale is measured using six items: child-related display; art; music/movement; blocks; sand/water; and dramatic play. Scores can range from 1 to 7.	
<b>Specification:</b>	Create a variable O2ECCREA, labeled "ECERS creative mean score," by taking the mean of the non-missing items among O2C06_Computed Score, O2C20_Computed Score, O2C21_Computed Score, O2C22_Computed Score, O2C23_Computed Score, and O2C24_Computed Score. If more than one item is missing, set O2ECCREA to missing (.M).	

## Appendix G, Descriptions of Constructed/Derived Variables

Variable Name	Variable Label	Data Type
	Measure	ScoreType
<b>Characteristics of HS classrooms, centers &amp; programs</b>		
<b>O2ECERSR</b>	<b>ECERS total mean score</b>	Continuous
	ECERS	<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	The Early Childhood Environment Rating Scale-Revised (ECERS-R) is a global rating of classroom quality based on structural features of the classroom (Harms, Clifford, and Cryer 2005). The FACES 2006 classroom observation includes 37 items from the ECERS-R to assess classroom quality, and seven subscale scores are constructed, consistent with prior FACES. Items are rated from 1 ("inadequate") to 7 ("excellent"), with higher mean scores reflecting better quality. Total mean scores can range from 1 to 7.	
<b>Specification:</b>	Create a variable O2ECERSR, labeled "ECERS total mean score," by taking the mean of the non-missing items among: O2C01 Computed Score - O2C37 Computed Score. If more than nine items are missing, set O2ECERSR to missing (.M).	
<b>O2ECFURN</b>	<b>ECERS furnishings mean score</b>	Continuous
	ECERS	<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	The Early Childhood Environment Rating Scale-Revised (ECERS-R) is a global rating of classroom quality based on structural features of the classroom (Harms, Clifford, and Cryer 2005). The FACES 2006 classroom observation includes 37 items from the ECERS-R to assess classroom quality, and seven subscale scores are constructed, consistent with prior FACES. Items are rated from 1 ("inadequate") to 7 ("excellent"), with higher mean scores reflecting better quality. The furnishings subscale is measured using four items: indoor space; furniture for routine care, play, and learning; furniture for relaxation and comfort; and room arrangement for play. Scores can range from 1 to 7.	
<b>Specification:</b>	Create a variable O2ECFURN, labeled "ECERS furnishings mean score," by taking the mean of the non-missing items among O2C01_Computed Score, O2C02_Computed Score, O2C03_Computed Score, and O2C04_Computed Score. If more than one item is missing, set O2ECFURN to missing (.M).	
<b>O2ECLANG</b>	<b>ECERS language mean score</b>	Continuous
	ECERS	<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	The Early Childhood Environment Rating Scale-Revised (ECERS-R) is a global rating of classroom quality based on structural features of the classroom (Harms, Clifford, and Cryer 2005). The FACES 2006 classroom observation includes 37 items from the ECERS-R to assess classroom quality, and seven subscale scores are constructed, consistent with prior FACES. Items are rated from 1 "inadequate") to 7 ("excellent"), with higher mean scores reflecting better quality. The language subscale is measured using four items: books and pictures; encouraging children to communicate; using language to develop reasoning skills; and informal use of language. Scores can range from 1 to 7.	
<b>Specification:</b>	Create a variable O2ECLANG, labeled "ECERS language mean score," by taking the mean of the non-missing items among O2C15_Computed Score, O2C16_Computed Score, O2C17_Computed Score, and O2C18_Computed Score. If more than one item is missing, set O2ECLANG to missing (.M).	
<b>O2ECMOTR</b>	<b>ECERS motor skills mean score</b>	Continuous
	ECERS	<input type="checkbox"/> Fall 2006 <input checked="" type="checkbox"/> Spring 2007 <input type="checkbox"/> Spring 2008 <input type="checkbox"/> Spring 2009
<b>Description:</b>	The Early Childhood Environment Rating Scale-Revised (ECERS-R) is a global rating of classroom quality based on structural features of the classroom (Harms, Clifford, and Cryer 2005). The FACES 2006 classroom observation includes 37 items from the ECERS-R to assess classroom quality, and seven subscale scores are constructed, consistent with prior FACES. Items are rated from 1 ("inadequate") to 7 ("excellent"), with higher mean scores reflecting better quality. The motor skills subscale is measured using four items: space for gross motor play; gross motor equipment; fine motor activities; and supervision of gross motor activities. Scores can range from 1 to 7.	
<b>Specification:</b>	Create a variable O2ECMOTR, labeled "ECERS motor skills mean score," by taking the mean of the non-missing items among O2C07_Computed Score, O2C08_Computed Score, O2C19_Computed Score, and O2C29_Computed Score. If more than one item is missing, set O2ECMOTR to missing (.M).	